

SCHOOL ACTIVITIES

The National Extra-Curricular Magazine

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As the Editor Sees It—

A famous two-million dollar university stadium, which has been tax-exempt since its completion eight or ten years ago, has just been assessed some \$20,000 by the city in which it stands. This monumental edifice, used for only four or five football spectacles each year, was evidently considered a business rather than an educational institution. And the official considerers were probably not far wrong.

During the past few months we have been repeatedly amazed by the extent to which junior and senior high school boys—members of model airplane clubs—literally “eat up” mathematical formulae, equations, techniques, and statistical data that are discouraging to at least one supposedly educated individual who is also somewhat of a mechanic and flier. So credit extra-curricular activities with another real achievement in providing opportunities for making “pretty stiff mathematics” attractive and functional.

A few days ago a very fine young friend of ours—a fifteen year old high school boy—died of pneumonia. He had been ill previously but had, apparently, recovered. Despite his wishes and his claims to good health the school authorities refused to allow him to participate in a basket ball tournament. He then sought and obtained a physician's certificate and was allowed to play. After playing several hard games he returned home, went to bed, and never got up. Although the physician stated that he had fully recovered from his earlier illness, we will never be convinced that there were not some important relationships between this first illness, the strenuous schedule, and his death. School people cannot be too careful about these matters.

Will your graduation program this spring be “the most important educational event of the year in your community” or will it be a “grandiloquent burlesque of blah”?

“Eliminate fads and frills” cries the

man of the streets, parroting words that have been suggested to him by individuals and causes most interested. He would never think of applying such a statement to his social, financial, religious, political, or personal life. To say the least, he is indiscriminating. And, also, probably somewhat ignorant. He does not know, for instance, that a century ago civics, geography, and history were frills; that two centuries ago arithmetic was a fad; or that three centuries ago even reading and writing were fads and frills. He does not recognize that from the fads and frills of today, in all phases of his life, come the fundamentals of tomorrow. How about educating him?

Formal education has always been characterized by funeral accoutrements—sad, and often cadaverous faced teachers, black caps and gowns, solemn voices, “coffin plate” diplomas, etc. Extra-curricular activities have done much to eliminate some of this sepulchrality from the picture and to inject brightness and color into it.

Let's organize for a serious and definite war on the enemies of youth—character destroyers. These community agencies and institutions are not formed for purposes of youth destruction, but rather for purposes of financial profit. However, their general effect could hardly be more detrimental if they were so organized and directed. Like mad dogs they recognize no rules and regulations and accept no codes of fair play or sportsmanship. We will have to “talk” to them in terms which they can understand. Salacious movies, assinine radio programs, cheap magazines and literature, poisoned and biased “news,” and other low-grade leisure employments must be combatted by means of organized formal and informal protests, boycott, publicity, and counter attractions. All of these must be based upon programs of education of the boys and girls as well as their parents. And the school is the place to do much of it.

Living in a High School

Effingham Murray

REAL EDUCATION is living, experiencing, finding out for oneself. The savants are beginning to recognize that now and tell us; but our children have always known it. They have known, too, that libraries and class rooms are only small parts of the great laboratory where they can go to learn the things they need to know; and they have always used the wider field. As long as there have been schools, as long as there have been children, they have been conducting after-school activities of their own, imitating their elders, playing at being soldiers, sheriffs, highwaymen, keeping store or keeping house, and learning about living through living. Your Bill and my Sally are spending six hours a day in school. The rest of their waking time, all of Saturdays, Sundays and vacations, is spent "going places" and "doing things" of debatable value, but of undoubted educational potentiality.

This urge to be constantly active, to ask questions, or to find out for himself, would educate any child in time if there were no teachers. It will do it better, however, if there is a wise teacher in the background to guide and direct this "play" to its greatest achievement; so some of our better elementary schools, all modern high schools worthy of the name, have undertaken in recent years to seize on these after-school activities and to add them to the life of the school. Dr. Fretwell, of Teachers' College, has set up an ideal—"There should be two schools on every campus." One school, that of the curriculum and the class room, should introduce the children to the concentrated and annotated experience of the race; the other, that of the after-school activities, should provide opportunities for the children to live under wise direction in all the countless interests of their age.

Student activities include athletics, governing bodies, clubs, and societies that meet in the afternoons and afford time and means for "doing things." The children are going to do these things anyway; they will have clubs, teams, and governments no matter what we do. Let

them! Let the schools organize and direct the activities, however, to ends that will fit in with the objectives of the curriculum. Then the two schools on one campus will complement each other and both work together for the full living, the real education of our children.

Through these activities the schools capitalize three important impulses of children, gregariousness, imitativeness, and curiosity. Through them they lead our children to live wisely, to keep their bodies in good health, to use leisure to advantage and enjoyment, and to make satisfactory adjustments to jobs, to families, and to society.

There was a boy once who wanted a cornet to play on the school band. His father did not realize the importance of the ambition and he would not buy the instrument. The boy was no quitter; he meant to be brave; did not sulk, but in a few months he lost all interest in school, began to fail in his work, dropped from high place to the bottom of his class, and finally became seriously ill. The family consulted a psychiatrist, for the illness had taken an epileptic form. The doctor advised the purchase of the cornet and the boy made a complete recovery, played on the band, and returned to the head of his class.

That story is, of course, an extreme example; such a thing would happen very rarely, but it is true; and it shows how important gregarious, social activity may be in a school boy's life.

Dr. Dewey has said that you can teach people about morals but you can not make them moral unless you give them an opportunity to practice the morality you teach. Another boy—he played a fast game at left end—reported one spring that he had failed his English examination. Except for that he could be graduated. His team mates were jubilant, for his failure meant that he would be back in the line-up the following fall; but the boy didn't like the situation. He felt that his honor, and that of his school, would be affected by the implication that he might have failed the test deliberately so

that he could have another season of foot ball. On his own initiative he worked through a long, hot summer to pass off that condition; and he took his diploma in September just when his friends were going out for another riot of mud and glory. That attitude was never learned in a text book.

Children are naturally curious about this world they live in. Mr. Kipling's little girl, who "... keeps ten million serving men who get no rest at all ... a million how's, two million where's, and seven million why's." is just like the thirty million boys and girls of this country, just like the puppy who eats soap or burns his nose on a hornet; they all want to know why, and they will find out if we give them half a chance.

It is all too easy to kill this splendid curiosity through required, standardized school work; but I know many "gangs" of kids who are spending half their free afternoon time in the schools, trying to find the answers to some of the millions of why's—and loving it. To find out things for themselves—that is the marvelous inspiration for an education that the school clubs and societies offer our children.

Musical organizations, athletic teams, dramatic societies, language, science, history, and literary clubs, journalism boards publishing real newspapers and magazines, all these offer unique opportunities to Bill and Sally to accomplish four most important things. In the clubs they can have splendid good times with their fellows in school; they can develop hobbies, leisure time occupations for themselves in the future; they can explore to find the answer to that vital question: "What am I to do for a living?" and, most important of all for some of our children, they can find a security, a base, a sense of belonging that some of them can never find in the class room.

Good times in a child's life need little comment. They are important. In so far as they are cooperative, purposeful activities they are rounding out the development of our children as nothing else can, and that we want.

Hobbies are even more significant. Leisure is coming to be a right of every man. The whole trend of modern economic development is toward shorter work days and weeks. Few of us will ever find

work that will be broad enough to give us variety, to hold our interest and occupy us after the statutory hours of labor, and, increasingly, we are going to need interests to make the new leisure valuable and happy. Here the hobby club finds its field. Thousands of boys and girls are spending the afternoons in their clubs; they are learning to play instruments, to sing part songs, to draw or paint, to make things with their hands, to carry on investigations. Few of them will acquire enough ability to turn their hobbies to economic use, the arts and sciences are jealous mistresses; but all of them will be the richer, their families will be richer, for the dexterities so learned. Who doesn't know, and feel sorry for the man who has no interest in life but his job!

"What am I going to do for a living?" All boys and most girls ask that question at intervals throughout their school years. It is right that they should; and it is well that they should change their minds as they mature and have more experience. The right answer to that question is probably the most important thing they can get from their schools. That man, or woman, is happiest who has found a job that is so interesting that he would rather work than go fishing; and the converse is equally true. Of course many men have overcome the handicap of being misplaced in their economic life, have made a success by main force and pertinacity, but they haven't been happy as they might have been. Many others have found their allotted place by a process of trial and error. Through many jobs they have come to the one they really want; but that is a costly proceeding and might much better be done in school. So Bill's and Sally's problem becomes one of exploring, of sampling and trying, while they have the time to do so, to find that vocation which best fits their capacities, in which they will be happiest.

In any good program of student activities there will be a dozen opportunities for this exploration. I know a boy who joined the History Club in his first term. He kept up his membership through four years of high school; he liked the club, enjoyed the work, but he didn't want to become a history teacher nor an historian. He tried the orchestra; that was good too, but not engrossing. The Medical Society

taught him that he was not meant to be a physician. Then he became a reporter on the school newspaper and all the rest of his after school life dropped into insignificance. In his senior year he was editor-in-chief of the paper; and now he is in college, studying journalism, and paying his way through by writing for a New York City daily. Another boy had

no use at all for the intellectuals of the History Honor Society; he wanted to "muck around" with the gadgets in the Radio Club's room. He stayed there four years, and within a week of graduation, he got a job as a mechanic in a radio broadcasting studio. After two years he

(Continued on Page 31)

Participation in Extra-Curricular Activities Among Delinquent Boys

George E. Hill

THE OLD ADAGE that "Satan finds some mischief still for idle hands to do" has rather generally colored our thinking with regard to the delinquent boy. That there is a good deal of evidence supporting the saying, no serious student of delinquency will deny. Sullener (1) who has made one of the most careful studies of the recreational life of the delinquent boy avers that, so far as the boys he studied were concerned, "most of the delinquent acts were suggested or brought to the child's attention during his spare time." He further contends that inadequate recreational facilities breed delinquency and that the "greatest determinant of delinquency outside the home is the lack of properly directed recreation."

The present writer was interested to determine whether or not delinquent boys, when they were in school, availed themselves of the recreational opportunities furnished by the school, whether or not they were participators in the activities of the school. One hundred sixty-five inmates of the Illinois State Reformatory were the subjects studied. These boys were selected from a group of 1500, their own qualification being that they had attended school within the past four years. They differed from the whole group in being slightly younger, a half year more advanced in school, and somewhat more intelligent. If anything, one should expect of the subjects of this special study

a slightly better educational record than that of the average boy in the reformatory.

Method of Investigation

In addition to a compilation of facts from the reformatory records, the 165 boys were studied from the standpoint of their educational experiences. That is, each boy was traced back to the last school he had attended before he was incarcerated. This was done partly by questionnaires and partly by visitation. A considerable body of material was gathered in this way.

Aside from recorded information from these schools attended by the boys, additional facts were gathered from teachers who had known them, from the principals, and in some cases from people in the communities. Some may say that the data are largely subjective. This is true, yet in cases where a double check was made by questioning several people an unusually high degree of reliability was noted.

General Facts about the Boys

While we are particularly interested in these boys' extra-curricular activities, some background information about them will prove useful. The average boy left school at the age of 15 years, 10 months and completed 7.5 grades. He was 18 years

(1) Sullener, T. E. Social Determinants of Juvenile Delinquency. Doctor's Dissertation. University of Missouri, 1929.

10 months old when admitted to the reformatory. Nearly half of the boys had committed at least one other offense besides the one that sent them to the reformatory. The average boy is of low average intelligence. Most frequently offenses against property, such as larceny, robbery, auto thefts, etc., sent the boys to the reformatory.

In general they are from homes low in the economic scale. Most of them have worked off and on from the time of leaving school until getting into trouble. Their school experiences were marked by frequent failure, lack of interest, and downright boredom.

Participation among Delinquent Boys

Since nearly half of the boys attended only elementary school it is not surprising that 46 per cent of the schools provided no activities. Even in the schools that provided activities, participation among the delinquent boys was infrequent. Only 39 per cent of those who attended such schools took part in one or more activities. While 100 per cent participation is seldom attained in any school, the writer found that the average per cent of participation in 40 junior high schools recently studied was 95 and in 32 senior high schools it was 83 per cent. Seemingly the typical delinquent boy was not a participant.

Those who did take part were most interested in athletics. In fact practically every boy who did take part in activities engaged in at least one form of athletics. The teachers were asked to rate the boys' success as participants. The ratings assigned were: Good 24 per cent, Fair 56 per cent, and Poor 20 per cent. These percentages are based on the number who took part. While very subjective, these ratings suggest that even those who were interested in activities were not particularly successful in them.

Reasons given by teachers and principals for the boys' failure to participate were as follows:

Reasons for not	Per Cent of
Participating	Non-Participants
Lack of interest	30
Outside Interests	10
Indolence	13
Anti-social attitude	11
Work after school	7
Too old for his grade	5
Bad companions	4

Inability to compete	6
Did not play fair	4
Racial barrier	4
Home conditions	4
Physical handicaps	4
Lived too far from school	2

"Lack of interest" is not, of course, basically a reason for not participating. Most of the other reasons given placed the responsibility for not participating upon the boy or some condition outside of school. One cannot help wondering whether or not the activities offered were extensive enough to meet all kinds of interests.

This question may be answered roughly by the fact that 40 per cent of the schools that had activities reported they had "everything." Another 40 per cent had but one or two activities; and the remaining 20 per cent offered a variety of from 4 to 10 different activities. While this suggestion may not be entirely warranted, it would seem that the boys attended fairly typical schools.

Relation of Participation to Achievement

Teachers were asked to rate these boys' achievement in school roughly as "good," "fair" or "poor" and to check whether or not they failed in subjects "never," "sometimes" or "often." While these ratings were approximations they did show a markedly high relationship to tested achievement. The purpose of this portion of the report is to show what relationship seemed to exist between general achievement and participation.

Table I summarizes the relationship between achievement rating and the number of activities in which the boys took part.

TABLE I

Relation of Participation and Achievement

Achievement Rating	Number of activities engaged in					
	None	1	2	3	4	Total
Good	46%	9%	18%		27%	100%
Fair	63	18	11	4	4	100%
Poor	65	25	10			100%
ALL	62	19	11	2	6	100%

The table is read as follows: of those who were rated "good" in achievement, 6 per cent were non-participants, 9 per cent engaged in one activity etc. These percentages are based on the boys who attended schools offering activities. It is at once apparent that the better students were much more active as participants than the poorer students. This is to be expected since many schools require cer-

tain standards of scholarship for participation.

It is of some interest to note that not a single boy of this group who attended a non-activity" school was rated as "good" in achievement although 7 per cent of all the boys were so rated. Similarly, 68 per cent of the boys who attended schools with no activities were rated "poor" as compared with 41 per cent of all the group. Is not the implication that opportunity for participation would have helped to improve their scholarship?

Similar results are obtained by comparing amount of participation with failures. Table II reads:

TABLE II
Relation of Participation and Failure

Failure Rating	Number of activities Engaged in					Total
	None	1	2	3	4	
Never failed	36%	37%	18%		9%	100%
Sometimes	55	25	12	2	6	100%
Often	75	20	5			100%
All*	58	25	11	1	5	100%

* The figures in this row do not correspond exactly with those in the similar row in Table I because of slight differences in the total numbers of cases for which all data were available. Of those who had never failed in school 36 per cent engaged in no activities, 37 per cent in one, 18 per cent in two, and 9 per cent in four. It is quite evident that those who failed least more frequently participated in activities.

Of those who attended schools offering no activities 14 per cent never failed as compared with 14 per cent of the whole group. However, 51 per cent of those attending "non-activities" schools failed often as compared with 35 per cent of the entire group. Again there is the suggestion that activities might have improved scholarship.

Relation of Participation to Behavior

The teachers and principals of the delinquent boys filled out the short form of the Haggerty-Olson-Wickham Behavior Rating Scale for most of the boys. These rating scales were scored according to the authors' directions. Scores for the delinquent boys ranged from 0 to 187 with a mean of 61.1. There is some indication that behavior rating and participation are related. The average behavior rating scale score for those participating in no activities (though they had the opportunity) was 60.2, those in one activity 74.1, in

two activities 47.8, in three 32.0, in four 30.0. The relationship is not marked or constant.

Summary and Conclusions

To summarize briefly we may note that the delinquent boys studied were in general non-participants. Even when given a chance to take part in activities relatively few of them did. Their interests centered largely upon athletic endeavors, though as participants they were not particularly successful. The reasons attributed by teachers for their lack of participation were chiefly to be found in outside interests and home demands.

Apparently participation is in part a function of school achievement and to a slight degree a function of general school behavior. There is some evidence that lack of opportunity to participate also may be related to low scholarship.

It would be quite unwise to conclude that failure to participate in school activities is a cause of delinquency. The evidence is inconclusive; and every other previous attempt to pin to one cause the blame for crime has failed. There is evidence, however, that delinquent boys have had unsuccessful and ineffective school experience, that the average of such boys has been a misfit and a failure in school.

It is the writer's conviction that schools need to be particularly careful to guide failing, misbehaving boys into activities that will challenge their interests and make school more bearable to them. Of course, many other things must be done for these boys—the curriculum must be brought closer to life, diagnosis of their difficulties must be more thorough, understanding of their vocational handicaps must be more complete. Since many of the boys never go beyond the elementary school, expansion of the activities programs in the lower grades would be very desirable.

In conclusion it may be said that any attempt on the part of the schools to make school a happier, more successful, more satisfying experience will have a positive and desirable effect upon boys who are in danger of pre-delinquencies. Not the least of these attempts will be a better adjustment of opportunity for participation to their interests and needs.

George E. Hill is Professor of Education, Morningside College, Sioux City, Iowa.

A Plan to Regulate High School Fraternities

Eli C. Foster

THE TULSA Central High School is a cosmopolitan senior high school with an enrollment of 4,500. The following law has existed in Oklahoma for more than ten years:

School Laws of Oklahoma, 1933, Article XXI, Section 296. Fraternities Prohibited: That from and after the passage of this Act, it shall be unlawful for any pupil registered in any elementary or high school of the State, supported wholly, or in part, by public funds, to join, to become a member of, or to solicit any other person to become a member of any fraternity, sorority or other secret society formed wholly, or in part, from the membership of pupils attending such schools; Provided, however, that this provision does not apply to the Order of De Molay and Rainbow Girls.

Therefore, the school, had it desired, could not recognize fraternities. They must then, if they existed, be in violation of the state law and school regulations. It was impossible to determine to what extent they did exist. No student was eligible to hold an elective office who was a member of a fraternity. This led to many forms of subterfuges and falsehoods. Students would resign until after election and sometimes join after they were elected. Many who were members of clubs could not determine their eligibility because the fraternity had not been defined. Therefore some were being deprived of privileges who were members of organizations which were not in violation of the state law or school regulation.

In 1931 the Oklahoma High School Athletic Association adopted the following rule:

Rule 4—Conduct of Students, Section 3. Any pupil who is a member of a fraternity, sorority, or secret society in violation of the State Law of Oklahoma or the regulations of any local board of education is not eligible. Any school violating this rule will be subject to suspension for a period of one year.

When the first case in violation of this

rule was presented to the Board of Control of the Oklahoma High School Athletic Association it found it necessary to define a high school fraternity. This it did by defining two types of school organizations—school organizations, and co-operative school organizations, and setting up a set of criteria by which an organization could be judged. The action of the Board of Control follows:

The Board of Control has been presented with its first case based upon Rule 4, Section 3, forbidding membership in a fraternity, sorority, or secret society, when such membership is in violation of the state law. The question has arisen, what is a fraternity, sorority, or secret society? In answering this question the Board of Control has set up certain criteria as a basis for judgment in rendering decisions.

High School organizations which the school may recognize as not in violation of Rule 4, Section 3, are divided into two types, namely: school organizations and cooperative school organizations. The school organization is defined as one having a faculty sponsor or adviser appointed or approved by the principal of the school in which such organization exists. All activities of the organization are under the direction, control, and supervision of the school. A co-operative school organization may or may not have a faculty sponsor or adviser but it shall have at least one responsible adult adviser or sponsor. The school does not assume responsibility for the direction, control, and supervision of its activities. But there shall be established a relationship between the school and the organization to the end that a co-operative effort may benefit both.

The Board of Control recognizes the desire and the right of students to band themselves together in congenial and companionable groups for

wholesome activities and has no desire to dominate or dictate their program.

The Board has set up the criteria listed below as a guide to high school faculties and students in determining what organizations schools may recognize and students may join without being in violation of Rule 4, Section 3.

Criteria

1. The membership shall be public. A complete list of members shall be filed with the principal when requested.
2. The constitution and by-laws shall be public and copies filed with the principal when requested.
3. Ritual and initiation ceremony shall be public and copies filed with the principal when requested. If there is no written ritual or initiation ceremony a description of same shall be furnished the principal when requested.
4. All meetings shall be open to faculty members and school officials.
5. The organization shall not be affiliated with or be in any way connected with a national, regional, or district organization which has a secret code or ritual.
6. The name of the organization is unimportant. It may be Greek Letter or not.

LEE K. ANDERSON, *Secretary*
O. H. S. A. A.

PLAN OF REGULATION

The action of the Board of Control, stated above, was published in the high school paper, The Tulsa School Life. Following this the Tulsa Board of Education adopted the following policy:

A. Statement and Interpretation of Policy

1. Statement
Students of the Tulsa Public Schools who are members of an organization which does not conform to the criteria set up by the Board of Control of the Oklahoma High School Athletic Association to determine the definition of a school organization or a cooperative school organization shall be ineligible to participate in any form of extra-curricular activities of the school.
2. Interpretation

This policy shall apply to (1) all offices and all committees of the school elective or appointive, (2) membership in any extra-curricular organization of the school, (3) participation in any public performance under the direction, supervision or control of the school, (4) any honors or awards which the school may give

B. Administration Procedure

1. All students now in, or who may enter, the secondary schools of Tulsa together with their parent or guardian will be given an opportunity to sign the following statement.

I hereby certify and pledge on my word of honor that I am not now and will not become during my student life in the Tulsa schools, a member of or in any way be connected with any organization which does not qualify under the criteria listed on this card.

Approved Signed

Parent or guardian Student

Note—Student life extends from the time of first enrollment in Tulsa Secondary Schools to the end of the secondary school career in Tulsa. Any student who violates this pledge after signing it shall be ineligible for extra-curricular activities in the Tulsa schools until reinstated by the principal with the approval of the Superintendent and the Board of Education.

2. All students who desire to participate in extra-curricular activities shall sign with their parent or guardian and file with the principal the above statement or pledge.
3. Students who may be ineligible at the time of the announcement of this policy by reason of membership or connection with a non-qualifying organization may become eligible by resigning and severing all connections with such organization and complying with paragraph 2 under B within two weeks after the adoption of this policy.
4. Students who may become ineligible after the announcement of this policy may become candidates for reinstatement sixty school days after evidence of their having resigned and sever-

ed all connections with the sorority, fraternity, or secret organization has been presented to the principal.

Criteria for Determining the Definition of a School Organization or a Cooperative School Organization

1. The membership shall be public. A complete list shall be filed with the principal when requested.

2. The constitution and by-laws shall be public and copies filed with the principal when requested.

3. Ritual and initiation ceremony shall be public and copies filed with the principal when requested. If there is no written ritual or ceremony a description of these functions shall be furnished the principal when requested.

4. All meetings shall be open to faculty members and school officials.

5. The organization shall not affiliate with a national, regional, or district organization which has a secret code or ritual.

6. The name is unimportant. It may be Greek Letter or not.

7. The organization shall have at least one responsible adult sponsor.

This was published in the Tulsa School Life and discussed in home rooms. Pledge cards were then printed a copy of which follows:

PLEDGE

**Tulsa Secondary Schools
Extra-curricular Activities**

I hereby certify and pledge on my word of honor that I am not now, and will not become during my student life in the Tulsa Secondary Schools, a member of or be in any way connected with an organization which does not qualify under the criteria listed on this card.

Approved Signed

Parent or Guardian Student

Criteria,

(The criteria listed on the card is the same as stated above in the policy of the Tulsa Board of Education)

The following letter was sent to all parents:

To Parents and Guardians of Students in the Tulsa Public Schools:

Recently the Oklahoma High School Athletic Association, a body which controls eligibility for extra-curricular activities in Oklahoma high schools, has set up certain criteria to define school and cooperative school organizations to which students may belong and be eligible under their regulations. In order to abide by the

spirit of these regulations, it is desirable that the principal of each secondary school have on file in his office a copy of the attached pledge signed by each student who is participating or may desire to participate in any of the school's extra-curricular activities.

The Board of Education has, therefore, approved the plan of giving each student in all the secondary schools an opportunity to sign with his parent or guardian the attached pledge, if that student desires to participate in or be considered for participation in extra-curricular activities. Extra-curricular activities include (1) all offices, and all committees of the school; elective or appointive, (2) membership in any extra-curricular organization of the school, (3) participation in any public performance under the direction, supervision, or control of the school, (4) any honors or awards which the school may give.

A school organization is defined as one which has a faculty adviser and the activities are under the control and supervision of the school. A cooperative school organization is one having a responsible adult adviser, may or may not be a faculty member, but the school does not assume responsibility for control and supervision of its activities, except that it shall conform to the criteria on the attached card.

If your son (daughter) is participating in extra-curricular activities or is likely to desire to be considered for such, we shall ask you to sign the card with him (her) and file it in the office of the principal of the school which your child is attending.

Sincerely yours,
ELI C. FOSTER, Principal

Approved:
Will French, Superintendent of Schools

Students were given an opportunity to sign if they desired. It was made clear that to be eligible to participate in any school activity they must sign the pledge. Without signing they would be eligible for regular class work only.

The principal then appeared before the general assemblies and gave a talk on the subject part of which follows. The reader will note that an attempt was made to give three fundamental arguments against high school fraternities.

Eli C. Foster is Principal of Central High School, Tulsa, Oklahoma. His address to the student body will be given next month.

Human ingenuity can never devise anything more simple and more beautiful, or more to the purpose than Nature does.—Leonardo da Vinci.

School Assemblies

M. Channing Wagner

THERE ARE many projects carried on in the high schools of our country about which we know very little, that would make interesting material for publication. With this idea in mind, the writer invited a number of teachers to submit assembly programs for the month of April. The following programs have been presented before various secondary schools.

A MUSICAL PROGRAM

Program

1. Opening Exercises—Reading of Bible, Salute to Flag, Singing of one verse of Star Spangled Banner

2. Orchestra Selection

3. My Visit to the Children's Concert for Youth in Philadelphia. One pupil told of her visit to the Academy of Music to hear the Philadelphia Symphony Orchestra of which Leopold Stokowski is the conductor. She described the orchestra, the conductor, and the selections played. She gave a resume of the story of each number as it had been given by Stokowski. The following is an excerpt from her talk: "After the intermission, Mr. Stokowski taught us how to listen to music: not to try to think about it, but to let ourselves go into fine feeling and imagination. In the series of concerts he explains the different sections of the orchestra and demonstrates the more important instruments with solos. This time he took the woodwind section. There was a flute solo by Mr. Kincaid. He played "Poem for Flute" by Griffs. This number was rather somber with a strange rhythm. Then there was a piccolo solo—a lively Italian dance tune written by La Monica, a player in the orchestra. Finally, there was one grand thrill when the audience sang the Pilgrim's Chorus from Tannhauser, by Wagner, with the orchestra accompanying."

4. Singing, entire assembly

5. Original Playlet, Franz Joseph Haydn. (1732-1809).

Prologue: Franz Joseph Haydn was born a few days after the birth of George Washington, March 31, 1732. Haydn's father and mother were poor people who lived in a little town called Rohrau, in Hungary, near the Austrian border. At the time of Haydn's birth, Rohrau was in the province of Croatia; hence it is that he is often called the Croatian composer.

Music, Andante, Surprise Symphony—Haydn.

ACT I—Haydn at desk

Haydn: Why here's a letter from Mr. Laroza in Italy. He is asking me to come to Italy and give a few concerts. I would like to go, but I haven't the time. I must get this symphony finished.

ACT II—At the dinner table

Haydn: Mozart, I have been refusing all invitations to travel and go abroad, but this time I am going.

Mozart: But where can you go?

Haydn: I am leaving for England in the morning. I will stay with a man by the name of Salomon.

Mozart: Franz, if I were you I would not go.

Haydn: Why?

Mozart: Because you must realize that you are an old man, and another thing—you do not know languages enough.

Haydn: I know I do not know enough languages, but I know one which is understood everywhere, and I have made up my mind to go.

ACT III—At Boat Wharf Next Day

Mozart: Goodbye, Franz, I fear we will never meet again.

EPILOGUE

Mozart was right, they never met again because Mozart died in Haydn's absence.

Music, Turkish March—Mozart

Announcer: Haydn's birthplace is situated on the river Leitha. Near this river his father had his house and wheel-wright shop. The house was a long, one story building with small windows, a great doorway, a thatched roof.

6. Singing by the Glee Clubs

7. Original playlet, Father Time and Music

ACT I

Father Time: Oh, I should like to know which is the greater musician, Brahms, or Liszt? Every year I have two musicians here. Last year I had Beethoven and Chopin.

Lady Music: Well, why don't you send the messenger for them?

Father Time: I shall. (calls) Messenger, Messenger. (turns to Lady Music) But remember you shall be the judge, Lady Music.

Lady Music: Very well, but here is the messenger.

Father Time: Go at once and bring me Liszt and Brahms. Begone!

Messenger: Aye, I am on my way. (exits)

Lady Music: Now we shall see.

ACT II

Messenger: Father Time! Father Time! They are here!

Father Time: Bring them in. (they enter)
Hello Brahms. How are you, Liszt?

Brahms: Hello, Father Time. What cause bids us here?

Father Time: Well, I called you to decide which is the greater musician of you two. Lady Music will make the choice. Brahms, you tell me of your life and play a selection for me. Liszt, do the same after he finishes.

(Note: Here, each child gave a history of the life of the musician he was representing and played a selection by the same composer. The Cradle Song by Brahms and Consolation by Liszt were played.)

Father Time: Ah, it will be hard to decide. Proceed Lady Music.

Lady Music: I have listened carefully and cannot decide. I will leave it to the audience. Audience, put up your hands when I say Brahms, that is, those who desire to vote for him, and of course those who desire to, do the same when I say Liszt.

Father Time: It is decided, let peace reign.

8. Alma Mater, by the school

9. Selection by the Orchestra

MUSIC PROGRAM II

1. Overture, "March Militaire" by Schubert and "The Celebrated Minuet" by Valensin, by the school orchestra.

2. Violin solo, "The Swan," St. Saens, by a pupil

3. Two piano quartet, "Waltz" from "Faust"—Gounod, by four girls

4. Overture, "Fair Maid of Perth," Widdel and "Cossack Dance," Moussorgsky, by the orchestra

5. Selections by the Glee Club, "River, River," Chilean Folk Tune and "John Peel," English Hunting Song.

6. Saxophone Solo, "Evening Star," Wagner, by a boy

7. Selection by the orchestra, "Pomp and Chivalry," Roberts

8. Two piano duet, "In the Gondola," Bendel, by two pupils

9. Violin Trio, "Melody of Love," Engelman, by two girls and one boy

10. Overture, "Mignonette," Bauman, and March "Our National Honor," Brooks, by the orchestra

ARBOR DAY PROGRAM

Arbor Day is observed in many states during the month of April.

Too often a program for Arbor Day has resolved itself into a few songs and

recitations about trees without making those in the assembly go out and know and admire the trees already planted in their own locality.

Arbor Day should be a "planting day" if possible but over and above that, should come a "tree consciousness" and a resolution to save a tree that beautifies the street or park and when necessity makes it impossible to save it, plant another in its place. The only way to save trees is to appreciate them and only through a knowledge of them can this be accomplished. The suggested program is one in which a representative or a group takes part from all the departments of the school, for each has an interesting contribution to make to a real program of "Know Your Trees."

Program

Invitations—

To those few citizens whom a school wishes to attend the exercises, the appropriate invitation could be sent, characteristic of the thought of the day. A pressed oak leaf with the invitation printed on a small white card and clipped to the leaf (oak leaves when pressed are quite durable.) The title should be "Know Your Trees on Arbor Day."

Preparation—

The bulletin board should announce the approaching assembly by posters, or if this is not possible, beautiful figures of trees may be placed there. Just prior to the day of the program, the botany class should post in a conspicuous place one large chart or several smaller ones with a tree picture in color and mounted with it leaves of the trees near the school or in a nearby park entitling the poster, "Do You Know Your Trees?" Each leaf can bear a number, and it will be part of the program from the botany class to name and locate these trees.

If a planting is to take place, a special spade should be purchased and kept in the case with other trophies, it becomes a precious possession. A brass marker may be placed on the handle with the name of the class and date of each planting (it should be cleaned and thoroughly dried each time it is used.)

Bible Readings (references to trees as found in the Bible)

Isaiah 41:19; Isaiah 44:14; Job 40:22; Daniel 4:10-12; Chronicles II 1:15; Genesis 30:37; Chronicles I 14:15; Deuteronomy 20:19.

Songs by the school, "The Brave Oak," and "America, the Beautiful"

Announcer: We have called all the departments in our school to help with our program today and the first contributor will be the Science Department.

General Science (after pointing out well-known trees)

When you meet a stranger the first desire on your part is to know his name and it is our task today to make some introductions to you to friends of long standing.

I often pass a gracious tree
Whose name I can't identify,
But still I bow in courtesy
It waves a bough in kind reply.
"I do not know your name, O Tree"
"Are you a hemlock or a pine?"
But why should you embarrass me?
Quite probably you don't know mine."

Using materials gathered on various surveys locate and name trees very definitely. (The tree on the northeast corner of Madison Street and Twenty-third Street is a Sycamore—perhaps better known at the Buttonwood and correctly known as the Oriental plane. The bark is its chief characteristic, peeling and blotchy, the fruit, the monkey balls for children, makes identification easy.)

To help in identification certain plain characteristics may be pointed out:

Trees known easily by bark—beech, birch, buttonwood

Trees known by persistent fruit—tulip, locusts, catalpa, paulownia, persimmon

Trees known by blossoms—dogwood, tulip, ailanthus, paulownia, catalpa.

A mimeographed sheet to be given to those interested to aid in identification may be distributed at the end of the assembly.

Using an easel on the platform, sheets of poster paper may be used with mounted leaves and a short explanation of the characteristics of each and the location of the tree may be given. Number these corresponding to the unlabeled leaves in the hall. Later the names should be attached to these posters. Take only a few trees and those within easy distance from the school building.

Chemistry Department

A short contribution from this department may be made in discussing the care of trees already planted. "Feeding our Shade Trees." We can not expect beautiful trees unless we feed them. At the start we know that shade trees in general require certain chemicals, in available form to produce a good healthy growth. We also know that this food material should not only be easily available, but that it should be well balanced. In general, plant life requires three things to develop, namely; nitrogen which produces wood growth, phosphoric acid which builds up and produces energy, and potash which ripens the wood, giving toughness and strength. A good average complete tree food was produced. This fertilizer is now

available to owners of shade trees and thus chemistry has had its share in keeping our trees growing.

Art Department

To have a student who can sketch on a large easel, trees, in silhouette, is a great addition to any program. After each sketch a short poem may be expressively read. The art teacher would be a delight for the students to watch if no pupil is available.

1. Pines:

"I saw the pines against the white north sky,
Very beautiful, and still and bending over,
Their sharp black heads against a quiet sky,
And there was peace in them."

—Nature Magazine, June 1925

2. Lombardy Poplar:

"And stiff and tall along the shoreward rocks
Lombardy poplars woeful sentry stand
And each with shadow on the greensward mocks
The spectral pointing of the dial's hand."

Among Flowers and Trees with Poets

3. Weeping Willow:

"Over my neighbor's garden wall
There leans a willow tree, far and tall
A weeping willow, whose long boughs sigh
And shiver, and sob as the winds go by."

4. The Oak:

"The monarch oak, the patriarch of the trees
Shoots slowly up, and spreads by slow degrees
Three centuries he grows, and three he stays
Supreme in state, and three more decays."

5. The Maple:

"From burst of leaf until fall of leaf I braid
For browsing herds deep amplitudes of shade;
From lowest springing branch to rounded crest
I am the house the robins love the best."

—Among Flowers and Trees with Poets

Language Department

Latin has always been the language of scholars. It is a language not subject to change and is thus helpful in giving to trees accurate names that can be used in all parts of the world, regardless of the language spoken locally. The Romans called the oak *Quercus*. We still use this name as the first part of the scientific name. Our native white oak is known scientifically by *Quercus Alba*; alba meaning white, while rubra is red; thus the Red Oak is *Quercus Rubra*. To Latin we owe the name of this day—Arbor—meaning trees. From the ancient people we get many legends, none lovelier than "Daphne from Ovid."

Glee Club Contribution

Felix Mendelssohn's love of nature makes it almost impossible for us to think of this great composer without seeing him walking in the out-of-doors. He usually carried a sketch book under his arm in which he jotted down melodies as he thought of them. The composer's love of

nature is written into this song, "Farewell to the Forest."

Commercial Department

What industries in the town or city uses lumber and is the locality noted for anything especially in this line? Commercial exhibits may be used to make this report interesting.

Wood-working Department

With articles made in this department on exhibit and a short plea for the proper use of lumber and the chief value of certain trees in furniture making and the terrible waste in industry, the woodworker will make an interesting appeal to any student body.

Club Activities—Camera Club

The Camera Club has been making a collection of snapshots showing streets without trees and with trees. The lantern may now be turned on and the pictures explained by a member of the club. The thought here should be on which street do you wish to live or which house is the most attractive.

Airplane Club

No wood is more interesting than Balsa, the lightest in the world, and a short talk with an airplane model to illustrate the use of this wood would be a real contribution from some embryo aviator.

History Department

All of our historic relics cannot be housed in museums. The government, ever proud and careful of its out door landmarks, takes care to preserve them as it does its historical documents. For example, experts in the Forest Service are now protecting a juniper tree, more than 3000 years old. Trees are the oldest things on earth. What history these trees could tell!

Let us consider the tree in Utah, a young tree when David killed Goliath, a little older when Solomon built his great temple. The pyramids in Egypt were being built when this tree was growing. It was a thousand years old when Christ was born and could tell you all the ancient history of Greece and Rome.

Check on your own trees and find those historically famous.

English Department

Original poems are always more enjoyable than quoted ones and the latent power of pupils may produce verse surprisingly well. If classes do not permit work of this kind, a few quotations from famous writers may be used; i. e.:

Sir Walter Scott:

"Jock, when ye hae naething else to do, ye may be aye sticking in a tree, it will be growing, Jock, when ye're sleeping."—From "The Heart of Midlothian."

Southey:

O Reader! hast thou ever stood to see

The Holly Tree?

The eye that contemplates it well perceives
Its glossy leaves

Ordered by an intelligence so wise

As might confound the Atheist's sophistries

—From "The Holly Tree"

Wordsworth:

One impulse from a vernal wood

May teach you more of man

Of moral evil and of good

Than all the sages can.

—From "The Tables Turned"

Music Department

The concluding number in the program is one that will bring to the eye the beauty of trees and to the ear, beauty of song. From a garden club might be obtained about fifteen slides depicting gardens with lovely tree backgrounds. While these are being slowly shown on the screen, a voice should sing the beautiful lines from Joyce Kilmer's "Trees." This number should be given with a quiet dignity of a woods or garden and no more impressive close could be selected for a program of "Know Your Trees."

Planting Ceremonies

The Park Board is always willing to give directions for planting trees and will no doubt send a man to assist students. The tree should be tied with the school colors and the spade with the colors of the class. The ribbons on the tree should remain during the day.

ANOTHER ARBOR DAY PROGRAM

The following program was presented by the pupils of the Willard Hall Junior High School in Wilmington.

Program

1. Hymn, "When Morning Gilds the Sky," by the school
2. Bible reading
3. Lord's prayer
4. Song, "The Linden Tree," Schubert, by a selected group
5. Reading, "The Importance of Arbor Day and of National Forest Week"
6. Reading, "Trees," by Joyce Kilmer, by a student
7. Reading, "Trees in our Community," by a student
8. Piano solo, "Woodland Sketches," MacDowell, by a student
9. Famous Trees of History: Charter Oak at Hartford, Washington Elm, Appomattox Apple Tree, Wye Oak, Treaty Elm in Philadelphia, etc.
10. "A Shasta Legend," Lucy Doak, by a pupil
11. "The Heart of the Tree," Henry Cuyler Brunner, by a pupil
12. How to Plant a Tree, by a member of the

science class

13. "The Song of the Forest Ranger," Herbert Bashford, by a pupil

14. "Trees," Rausback, sung by the Glee Club

15. Demonstrations: How to Tell Age of Trees, How Wood is Cut, Quarter Sawed, etc.

16. Identification of Trees and Leaves, by school

17. Singing of one verse of "America, The Beautiful," by the school

PROGRAM FOR PATRIOT'S DAY

On April 18, 1776, was fired the "shot heard round the world." It is therefore appropriate to observe this memorable event with an assembly program.

Program

1. Bible reading, by a pupil
2. Salute to the flag and singing of "Star Spangled Banner," by the school
3. Reading, "The Story of Lexington," Mason Weems (from Days and Deeds, Stevenson) by a pupil
4. Poem, "Seventy Six," William Cullen Bryant, by a pupil
5. Song, "Yankee Doodle," by the school. During the singing, the slide, the "Spirit of '76" may be shown.
6. Dramatization "To Arms—The Redcoats Are Coming" (given below)
7. Selection, "Patriotic Airs" by the school orchestra
8. Song, "America," by the school

Playlet—"To Arms—The Redcoats Are Coming"

Characters: Paul Revere, Dr. Warren, Reverend Jonas Clarke, John Hancock, Samuel Adams, A Minute Man, A Messenger.

ACT I

Scene I: On a street in a colonial town. As the scene opens, Paul Revere and Dr. Warren are speaking. A man dashes up to them.

Messenger: Sir, you are Paul Revere, are you not?

Revere: Yes, I am he.

Messenger: I am a Son of Liberty. I have just learned that the British have received orders to seize all arms and ammunition and to arrest Samuel Adams and John Hancock and send them to England, and also, sire, all the grenadiers and light infantry have been taken off duty and the small boats from the transports have been hauled up and anchored under the sterns of the men of war, for repairs. That is all, sir.

Revere: Very well. Thank you (the messenger bows and goes out).

Revere: Plainly, their troops are making ready to cross over to Charlestown. Are they after the stores at Concord, or after Mr. Hancock and Mr. Adams at Lexington?

Dr. Warren: Perhaps both. At any rate our leaders are in danger. You Revere, go out to Lexington and tell them what you've learned. They're lodging at the parsonage, you know. The Reverend Jonas Clarke.

Revere: Very well, sir, I am on my way. (exits)

(Curtain)

Speaker: So Paul Revere arranged with a friend that if he saw any soldiers leaving the city, he should put a lantern in the belfry tower of the old North Church, one if by land and two if by sea. At last there was a light in the tower—only one—it meant the soldiers were marching by land. Revere leaped to his horse and was off to warn the countryside.

ACT II

Scene: In the home of a minute man, a voice is heard outside. Someone is knocking at the door.

Revere: To arms, to arms! The British are coming.

(The minute man dashes down the stairs hastily pulling on his coat. In one hand he has a musket.)

Minute Man: Eh! What's this you're saying? The British are coming? When? How? Where?

Revere: They are coming now. They are crossing to Charlestown and then are going west to Lexington and Concord.

Minute Man: Yes, yes, I shall be with you in a minute.

(Curtain)

Speaker: This scene shows the readiness and willingness of these colonial men. Ready to go at a minute's notice. Willing to give their lives, if need be for their country.

ACT III

Scene: The scene is in the parsonage. The household has just retired. Adams, Hancock, and the preacher had talked late—about king and Parliament, about unjust laws and the rights of British subjects. The hard galloping of a horse breaks the stillness of the night. Someone raps on the door.

Rev. Clarke: Halt, who goes there?

Revere: A friend, and in a precious hurry.

Hancock: Come in Revere.

Revere: The British are coming. They are crossing to Charlestown and then coming west to Lexington and Concord.

(Hancock seizes his gun and starts to clean it)

Hancock: I'll join the minute men and face the enemy. It shall never be said of me that I turned my back on the British.

Adams: No, no, we have other work to do.

Revere: If you stay here, you're liable to be captured. Lives will be lost. Time will be wasted. Get away from Boston and this neighborhood. Go down to Philadelphia. You'll be

needed there.

Hancock: Very well, then, and thank you, Revere, for warning me.

(Curtain)

Speaker: Then the battle was on. The minute men assembled on the green and under the direction of Captain Jonas Parker, they marched forward to battle. Captain Parker's motto was, "I will never run." As he was saying this he was killed. The minute men seized a bridge and held it. The British retreated much chagrined.

And now at Lexington and Concord the descendants of the minute men honor both the horseman who carried the warning, "The Redcoats are coming—to arms!" and the minute men who heard the message and stood ready with their muskets to fight for liberty.

SHAKESPEAREAN PROGRAM

The following program for junior high schools was prepared by a teacher of English, in honor of the birthday of William Shakespeare who is believed to have been born April 23, 1564.

Program

1. Devotional Exercises
2. Salute to the Flag, led by a Scout
3. "Star Spangled Banner," by the assembly
4. Resume of life of William Shakespeare, by a pupil. (This talk should include a sentence or two about Crassus, Pompey, and Caesar; proving that they were the REAL Roman rulers, and not the Senate as was generally conceded.)
5. Dramatization of "Julius Caesar" in four acts

(The only costumes necessary are a few draperies or couch covers to be used as togas. An occasion turban or toque for the more important characters may be used. Pupils use their own words in writing the scenes and acts with the exception of some important quotations which we think should be memorized because of their beauty.

SCIENCE PROGRAM

The following program was developed and presented by the science classes of the Bayard Junior High School and has been submitted by a teacher of Science in that school.

Program

1. Presiding, President of science class giving the program
2. Opening exercises, Scripture reading, 2nd Chapter of Genesis, the creation story
4. Salute to the Flag
5. Playlet—A Friendly Visit

This was developed in a 7A science class dur-

ing the study of fire, and portrays the home room attendance committee visiting a sick classmate. During the visit, the children discuss their school work. They tell of the early "fire legends" such as the Prometheus one; they demonstrate producing fire by friction; they describe fire worship which they illustrate with a North American Indian fire dance; they relate the use of fire to the progress of civilization; they describe class experiments concerning the things necessary for burning and the products of burning; and they conclude with a discussion of fire prevention. (This playlet could easily be varied according to the background of the group.)

6. Orchestra selection

7. Dramatization—An imaginary conversation set during the early nineteenth century between the son of the first duPont in America and his children.

It includes how the children's grandfather was imprisoned during the French Revolution, how he came as an immigrant to America, how many of his associates were guillotined. This brings in a discussion of the chemist Lavoisier, who was a victim, and who had instructed duPont in the art of powder-making. The discussion continues with reasons why Lavoisier is famous, and includes Priestley's finding of the element oxygen, and Lavoisier's finding the relationship of oxygen to air and also to burning.

8. Musical selection

9. In Last Night's Paper, a few interesting, well-told current events in the field of science
10. Singing of one verse of "Star Spangled Banner," by the assembly.

M. Channing Wagner is assistant superintendent of schools of Wilmington, Delaware. His book, **Assembly Programs**, is a widely known and an immensely popular one. Arrangements have been made by which this outstanding authority on assemblies will give **School Activities** readers a complete outline of assembly programs each month.

"We are through, not with labor, but with barren labor, through with unenlightened profiteering in all walks of life, through with the futile efforts to buy in the shape of luxuries and expensive entertainment a shoddy substitute for spiritual aspirations. We are dedicated to a more genuine gratification of human longings. To that achievement the arts minister. A life in which the arts predominate is a creative life, inspired and made beautiful by its own handiwork."—The American Federation of Arts: Program for the New America.

The Dramatized Commencement Program

J. Frank Faust

“WHAT TYPE of high school commencement program are you using?” “Do you use outside speakers?” “Do you use speakers from your graduating classes?” “How many of such student speakers do you use, and on what basis are they selected?” “Do you have class day exercises, and if so what type of exercises do you have?” “What other commencement activities do you have?” “Will you send us copies of your recent commencement programs?” “Do you have any suggestions which will help us to improve and to modernize our commencement programs?”

High school principals and other administrators responsible for the last big “show” of the graduating classes—the “show” commonly known as commencement—are constantly being besieged with a host of questions similar to those listed above. These questions come from persons with kindred responsibilities in other high schools, and they indicate two things very clearly. First, Old Man Tradition is still powerfully alive and continues to hold many school communities in his very strong grip. Progress is straining at the leash in an attempt to undo Tradition, but that the alert administrator must have real objective evidences to present in favor of change before he can proceed in any direction other than that which has been followed by his community.

It has been a long and rough trail from the Boston Latin Grammar School of three centuries ago with its relatively narrow offerings to the palatial metropolitan high school with its ever-widening range of offerings, and to the less imposing but perhaps just as efficient suburban and rural high schools spread from the Atlantic to the Pacific. Truly three hundred years have worked wonders for secondary education in our great America; we pride ourselves justly in our modern high schools; yet even a casual un-

biased examination will disclose much that is really not modern; much in curricula, in subject-matter, in methods of instruction, in regimentation, in hurdles, and in other every-day practices; much that has been inherited from the middle ages through the agencies of the college and the university; and much that has been adopted as the line of least resistance by anxious administrators at times when progressive communities responded to the call for secondary education. And the high school commencement is by no means the least of these heritages.

With four years of carefully arranged and carefully administered training, is it too much to expect of intelligent young Americans that they should be able to plan, prepare, and produce a program representative of their achievements, to be given in the presence of their parents and friends as the final celebration of having reached the coveted goal known as graduation? Or is it better that we as teachers and administrators take the easiest way out, admit that our four years of labor with these graduates have failed to result in sufficient evidence of creativeness, and call in some well paid talent from the outside to expound the “whys” and “wherefores” of it all to graduates, parents, and taxpayers?

A dramatized commencement program represents a co-operative project of all the graduates and of all their teachers together with many of the parents and friends of the school. It may take the form of a pageant, a play, an exhibit, a demonstration, or any one of a number of activities. It may take place in the school auditorium, in the gymnasium, in the class-room, in the laboratory, in the shop, or on the playground. It need not be elaborate to the point that it is impossible or unduly burdensome with the facilities of a given school. It may be based on some phase or phases of the school activities, on some historical inci-

dent, on some educational social idea, or on some worthwhile event in the life of the class, the school, or the community. It must carry with it some theme of usefulness, which in turn will guarantee its being of interest to the graduates and to the audience.

"But," asks the over-worked teacher and the worried principal, "where do we secure material for such a commencement program?" "Are there such materials published, and can they be purchased?" The answer is that there are some very excellent materials published, and that they can be purchased. However, the type of commencement dramatization the writer has in mind finds its materials and all of its rich possibilities right in the graduating class, where they have grown as a result of four or more years of training and development. They include knowledges, skills, and appreciations far richer and far more valuable than those which might be purchased "ready-made."

The dramatized commencement program has its beginning in the work of the English classes, provided the work of the English classes has been of a functional nature. Here the pupils with creative ability are encouraged to produce in embryonic form such dramatization as they believe to be fitting for their commencement. The alert and skillful English teacher will discover suitable materials in the daily round of her classes and will be able to suggest desirable themes for the pioneer work of the project. This does not mean that the English teacher must produce the dramatization. She is the guide here as she must always be when she launches any creative project.

When worthwhile suggestions have been submitted to the teacher, the classes then concentrate on them, discuss them, analyze their possibilities, and finally by direct vote or through the work of selected committees decide on the one to be produced. Then comes the work of getting the dramatization into its final form. There will be busy hours of writing and rewriting; there will be many additions and eliminations; and there will be much hard work with frequent discouragements. Finally, however, there will be something produced of which the entire class and the teacher will be proud. It may not be a masterpiece judged from the standards of the professional, but it

will have merit and meaning because it is a creation.

The Commencement Committee now assumes the general management of the project. This committee should be headed by a faculty member with vision and enthusiasm, one who is not easily discouraged when confronted with big problems. There should be other faculty members on this committee, selected from the various departments of the school—music, art, drama, physical education, and other departments, depending on their personnel. A number of outstanding members of the graduating class should also be included in the committee. There will be many committee meetings with free discussion, and many alterations and revisions before the dramatization is ready for the casting of its parts.

All the facilities and resources of the school will of course be marshaled to assist in this co-operative project. The art department will design and plan for suitable stage settings and costumes; the music department will prepare appropriate music; the physical education department will provide any necessary dances or drills; the clothing department will produce the costumes; and the manual arts department will construct the stage sets and scenery already designed by the art department. To be sure the actual work in all of these departments will be done by members of the graduating class under the guidance of the various instructors. It is surprising what talent can be found when the need arises.

When the time arrives for the casting of the parts, the aim should be to use the pupils best fitted for the particular roles, regardless of their academic class standing. If at all possible every member of the class should be used in some way or another. This is not always practical where class numbers reach into the hundreds, but large numbers can be used in group scenes, orchestras, choruses, and technical staffs. This will make certain the appearance of their names on the printed program, a fine bit of psychology as it affects graduates and parents.

Care should be taken that the program is not too lengthy, and there must have been sufficient rehearsals to assure the program's moving along with clock-like precision. The final scene can easily be arranged to lead into a setting where the

proper school official presents the diplomas and makes any routine announcements or remarks.

This type of commencement program means hard work, and plenty of it. It means careful planning and organization well in advance of the time of production. It means definite co-operation on the part of pupils, parents, and teachers. However, when the curtain falls on the last scene the graduates with their friends crowd around to declare it one of the best

commencement programs they have ever witnessed. Then comes a feeling of worthwhileness, and everybody involved goes home with the feeling that after all there is some good in the public schools, and that the training these schools have offered has developed creative ability worth more than they cost.

J. Frank Faust is Principal of Chambersburg High School, Chambersburg, Pa.

Material of the High School Handbook

W. Lester Carver

(Continued from last month)

Table II shows the frequency of the 339 items appearing in fewer than 20 books.

Analysis of the High School Handbooks

Item	Frequency
-A-	
A-B-C's of Our School	2
Academic Letters	9
Accident Insurance	1
Accident Report	1
A Good Student	1
Achievement Tests	4
Adult School	1
Administrative Directory Blank	1
Addresses	7
After School Help	7
After School What?	2
A Last Word	2
Aids to Success	7
A Look Ahead	6
Alumni Loan Fund	9
America First	1
An Educated Man	3
An Imaginary Education	1
Annexes	13
Annual Staff	1
Appendix	1
Applying for a Job	1
Appreciation	9
Art Gallery	1
A Self-Controlled Student	1
As Others See Us	1
Assignments	1
Athenian Oath	2
Athletic Equipment	7
Attitude	1

Autographs	5
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-B-

Bachelor's Degrees from High School	1
Bells	2
Be Square	3
Bible Study	2
Big Brothers	2
Big Sisters	11
Blacklist	1
Blank Diplomas	1
Block Captain Association	1
Blank for Student Photo	1
Blank Pages	6
Blind Students	1
Board of Commissioners	1
Boys' Athletic Association	16
Book Covers	2
Book Reports	2
Broadening of Influences	1
Broadmindedness and Openmindedness	1
Budget System	5
Bus	8
Business Etiquette	1

-C-

Campus	1
Candy Counters	2
Caps and Gowns	1
Carlessness	1
Care of Valuables	11
Celebration of Birthday	1
Change of Address	7
Character Record Cards	4
Choosing a Career	2
Church-School Schedule	1
Classroom Procedure	8
Coaches	11
Coaching Classes	1

Comma Blunder	1	Handbook	4
Committees of School Board	11	Health Officers	1
Committee Meetings	1	History of Journals	1
Commendation Cards	1	How to Be Successful	3
Continuous Session	1	How to Cheer	2
Co-operation	4	How Shall Our Students Be Known?	1
Co-ordination Department	1	Hymns	2
Cultivating Success	1		
Cutting Classes	5	-I-	
-D-		I Am Youth!	1
Definitions	3	Industrial Chart	1
Democracy	1	If	1
Department of Educational Research	1	Information	3
Diary	1	Initiation	2
Dictionary Information	1	Ink	2
Diplomas and Certificates	2	In Memoriam	10
Director of Activities	4	Intelligence Tests	1
Discoveries	1	Intensive Study	3
District Boundaries	9	Interrupting Classes	1
Do It for the School	2	-J-	
Do You Know?	7	Janitor's Duties	1
Dreams and Realities	1	Jokes	1
Dress Hints	18	Junior Red Cross	18
Driving Permit	2	-K-	
Drum Corps	9	Keep off the Grass	1
Duties	5	Know Your Own Mind	1
-E-		-L-	
Editor's Note	1	Last Year and This	1
Educational Advisor	1	Lecture and Entertainment Series	2
Enrollment	1	Lest We Forget	1
Explanation of Familiar Words	1	Library Auxiliary Class	1
Eye and Ear Cards	1	List of Athletes	3
Ex Libris	1	List of Graduates	7
Excerpts from Student President's Speech	1	List of Seniors	3
-F-		List of Students	4
Facts About New York	2	List of Successful Alumni	2
Faculty Meetings	3	List of Texts	18
Festival of Fun	1	Little Theatre	1
Field House	1	Loafer Rules	3
Fire Squad	1	Location of Other High Schools	3
First Aid	5	Loitering	1
First Year	1	Looking Forward	1
Flower Fund	2	List of Colleges Where our Grads are Enrolled	1
-G-		-M-	
General Eligibility	6	Majors and Minors	1
General Female Regulations	1	Making the Most of Your Life	1
General Scholarship	3	Married Pupils	1
Gettysburg Address	2	Matron	1
Gold Star List	1	Meaning of Symbols	3
Good of All	1	Medical Inspector's Report	3
Good Scholarship	2	Members of Various Organizations	2
Grammar Hints	5	Memorial Fund	14
Greenhouse	1	Memorial Park	2
Greetings from Faculty	2	Menu	6
Greetings from Student President	2	Milk Fund	1
Gum Chewing	13	Movie Operators	1
Gym Costumes	1	Movies	9
Gym Exhibition	1	Museum	2
-H-		Memorials	1
Hall of Fame	1	Moral Training	2

—N—

Nature Reserve	1
National Athletic Scholastic Society	5
New Plan	2
Nine Prize Fools	1
No Effort, No Growth!	1
Non-resident Students	17

—O—

Office Training	1
Official Periods	1
Opportunities	2
Organization Chart	1
Our Principal	1
Outside Music	2

—P—

Parliamentary Laws	1
Parents' Reception	1
Part-time Instruction	3
Passing of Trees	1
Pay Entertainment	1
Pop Meetings	7
Per Cent Nationalities	1
Personal Records of Scholarship	4
Personality	6
Personnel Rating	2
Physician's Certificate	7
Pictures of Students	1
Pipe Organ	4
Plan Books	2
Popular Songs	2
Post Graduates	11
Posters	5
Practical Suggestions	3
Practice Teaching	1
Preferred Colleges	5
Preparedness	1
Price List	2
Price of Handbook	9
Printer	1
Printed Forms	1
Printing and Mimeographing	10
Prize Winners	2
Probation	7
Procedure First Day	18
Program Card	7
Promenade	7
Punishments	2

—Q—

Questions and Answers	1
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—R—

Radio	2
Radio Address	2
Rainy Days	1
Recess	4
Recessional	1
Registration of Events Blank	1
Registrar	1
Regent's Qualifying Certificate	1
Remember?	3
Reminders	1

Responsibility	4
Retarded Pupils	1
Revisions	1
Round Table	1
Roof Garden	1
Roster Card	1
Routine	3
Rules for Use of Machinery	1

—S—

Safety First	7
Sanitary Court	1
School Catalogues	1
Schedule of Class Meetings	2
Schedule of Reception	1
School Auditor	1
School Flower	1
School Ideals	18
School Life	1
School Policy	1
School Privileges	5
Scrap Book	1
Self-Examination	10
Senior Activities	1
Senior Representatives	2
Service Clubs	1
Service League	1
Slogans	5
Snowballing	2
Social Pledge	1
Soliloquy of a Student	1
Some Thoughts to Think	3
Special Equipment	5
Special Room for Delinquent	1
Speech Clinics	1
Spelling List	6
Stage Crew	4
Starting Right	1
Statistics	4
Story of the Founder	4
Street Car Loading	1
Strive On!	1
Student Activities Committees	3
Student Activities Blank	1
Student Body Office	3
Student Court	4
Student Educational Plan	1
Student Mail	1
Student Prayer	2
Student Not to Give School News	1
Students Who Lose	1
Students Who Win	1
Sub Teachers	2
Suggestion Box	1
Suggestion for Frosh	1
Supervised Study	3
Swimming Pool	4
System for Dismissal	1
Stock Judging	1

—T—

Taxi Service	1
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Tea Room	1
Teachers' Secretary	1
Teachers' Schedules	1
Team Members	5
Ten Ways to Kill An Organization	1
Thinking	1
Things to Observe	2
Things I Wish I Had Known Before I Was of Age	1
Thrift	4
Ticket Force	1
To Junior High Students	4
To the Parent	12
To the Advisors	1
To the Teachers	5
Towel Service	1
Tributary Schools	3
Truth	1
Twenty Minute Period	1
Two Minute Drill	1
Typewriter Regulations	1
-U-	
Uniform Dress	16
Unprepared Lessons	1
Use of Stage	14
Ushers	10
-V-	
Vaccination	2
Value of School Day	7
Vandalism	1
Verb Drill	1
Victrolas	2
Visual Education	4
Vocational Books	4
Vocational Exhibition	1
-W-	
Washington's (George) Precepts	1
Washington Trip	6
Wearing of Athletic Sweaters	3
Welfare Committee	16
What a Student Should Know	5
What Great Men Have Said of Study	1
What's In a Name	1
What the School Expects	3
What the Town Expects	7
What to Do	18
When Leaving School	1
Who's Who?	2
Why Go to School?	18
Windows	1
World War Memorial Services	1
Written Work Style	16
Writing the Star-Spangled Banner	1
-Y-	
Yearly Credit for Electives	1

In the study of Tables I and II the reader's first impression will doubtless be that a very large variety of topics are treated in handbooks. Furthermore, there

are relatively few of the detailed topics which are mentioned in more than half of the handbooks. While there are 189 items appearing in 20 or more handbooks, the items appearing in 300 or more handbooks are so few that they can easily be named here—"Title Page," "Songs," "Attendance," "Clubs," "Library." It should be remarked, however, that the table does not show how many of the 400 handbooks made some mention of one or more aspects of such large topics as "Non-athletic Activities," "Athletics," and "Curriculum." It may be that a majority of the handbooks contained something about these large topics, but the table does show that there was little agreement concerning what was said about them.

In conclusion there are four facts that are worthy of note:

(1) There were 400 handbooks from schools in 45 states used in this study. This fact is significant when one considers that not all books published were obtained, that only printed books were studied, and that in 1918 there were probably fewer than thirty or forty of such publications in existence.

(2) Three-fourths of the handbooks contained 100 pages or fewer the average number being 65. Both of these facts are in agreement with similar findings of McKown in his study of a decade ago.

(3) There has been no perceptible change in the size of handbooks. Slightly more than three-fourths of the 400 books measured between 3x5 inches and 4x6 inches and the whole range of sizes was from 2½x4 inches to 6¼x9½ inches. These findings are also identical with those of McKown.

(4) In contents the handbooks are still quite diversified. McKown found diversity ten years ago, but that characteristic seems to be modified slightly in more recent times, for the occasional items only increased one-half as fast as the major items during the past ten years. However, it is not possible to make any but rather general comparisons. Of the detailed list of topics into which the books were analyzed, relatively few were contained in as many as half of the books.

Mr. Carver is a teacher in the Union High School, Turtle Creek, Pennsylvania. His second article, "Student Evaluation of Handbook Items," will appear in *School Activities* next month.

A Commencement Based on Ten Social and Economic Goals

Eugene P. Bertin

THIS COMMENCEMENT program is in the nature of a court trial in which American Society challenges the preparation and qualifications of the graduating class to enter active civic life and places the burden of proof for such eligibility upon the class. The action of the court involves the following personnel:

A judge who sits on the case

A clerk who records the proceedings

A district attorney who argues the case for the plaintiff—Modern American Society.

A class attorney who argues the case for the defendant—Class of _____

Ten witnesses who give evidence and testimony in behalf of the Class of _____

Twelve jurors who decide whether or not the class is eligible for full participation in American life and renders a verdict.

Plaintiff—Modern American Society

Defendant—The Class of _____ of the High School

THE TRIAL

JUDGE. The clerk will please call the next case.

CLERK. The next case No. 54 (the 54th annual commencement) is a writ of restraint in which Modern American Society, the plaintiff, proposes to restrain the Class of _____ of the high school, the defendant, from entering into active civic responsibility until the several members thereof shall have proved their qualifications.

JUDGE. Define the issue.

CLERK. The issue or argument is as follows: American Society challenges the fitness and the preparation of the Class of _____ to enter adult American life as capable, intelligent, and active citizens, and places the burden of proof of such eligibility upon the Class. In the event that the class, by due process of law, cannot convince the jury of their competence to perform all the duties of intelligent, educated members of Modern American Life, the plaintiff proposes to issue a writ

of restraint whereby the said class shall be prevented from entering the larger social life. But, in the event the Class by due process of law can prove their competence and understanding in relation to the complexities of modern social living, and further prove their disposition to assume full responsibility as citizens, they shall be at liberty to graduate into the world of social living.

JUDGE. Is there present an attorney to represent American Society?

DISTRICT ATTORNEY. Yes, your Honor. I, as District Attorney, have been retained to represent the Public Society in this case.

JUDGE. Is there present an attorney to represent the Class of _____?

CLASS ATTORNEY. Yes, Your Honor—I have been retained by the Class of _____ to represent their interests in this case and have been given 10 of their members as duly qualified witnesses.

JUDGE. Is there present a complete jury of 12 members?

CLERK. Yes, Your Honor, the jury is already panelled.

JUDGE. Introduce the jury to the court.

CLERK. Will the first juror stand? Your name?

JUROR No. 1 (*gives name*).

CLERK. Your residence?

JUROR No. 1 (*gives residence*).

CLERK. Your occupation?

JUROR No. 1 (*gives occupation*).

CLERK. That is all. Will the second juror stand? (*In a similar manner each of the 12 jurors is introduced to the court.*)

JUDGE. Does either attorney wish to challenge the impartiality of any of the impanelled jurors?

CLASS ATTORNEY. I am pleased to accept the jurors for the case.

DISTRICT ATTORNEY. I perceive some disadvantage to the plaintiff in the relation of the jurors to the Class of _____, but inasmuch as the object of the trial is to aid rather than hinder the progress and

welfare of this Class, I am pleased to permit them this advantage. I shall expect from them only open-minded justice.

JUDGE. Are the witnesses at hand?

CLASS ATTORNEY. Yes, Your Honor. Seated there are 10 witnesses who can speak with first-hand knowledge of the qualifications and background of the members of the Class of _____ with relation to their becoming effective citizens of America.

JUDGE. Have we present here all the members of the Class of _____?

CLERK. Yes, Your Honor. Seated before you here are the members of the Class under trial.

JUDGE. The Court is now ready to hear the case of American Society vs. the Class of _____, wherein they will attempt to justify a writ of restraint upon this class, and wherein the class will be called upon to prove its competency to enter upon a career of intelligent and serviceable citizenship in Modern American Society.

Proceed with the case. The Prosecution will present its argument first.

DISTRICT ATTORNEY. Your Honor, Members of the Jury, and Citizens of this fair land. If America is to prosper and progress in more than a merely material sense, she must look to such vital and significant qualities in her present and prospective citizens as the following:

1. A sound physical heredity at birth.
2. Adequate knowledge and training in the preservation of health from birth on through life.
3. Ability and inclination to take an active part in the social life and culture of the land.
4. A flexible dynamic, acceptable personality.
5. A suitable and productive occupation.
6. A rational confidence in an adequate means of livelihood.
7. Security from deception and delusion and fortification against any distortion of truth.
8. Equality of opportunity, of life, liberty, and the pursuit of happiness.
9. Freedom of action, of speech, and of other forms of self-expression.
10. Fair play for self and for others as expressed in the familiar Golden Rule.

These desirable elements, ladies and gentlemen of the jury are far from universal amongst the present citizenry of America. All too prevalent are citizens who have been handicapped from birth

with defective physical bodies, citizens who lack accurate information, who are ignorant of correct physical standards and who failed to realize the full importance of a sound biological heredity; all too prevalent amongst the citizenry are physical suffering and loss due to poor medical attention, improper nourishment, poor home care, contaminated foods, as well as to speeding machinery, automobiles, and gangsters' bullets; all too prevalent in America, are citizens who lack the background and abilities to participate actively in the civic, social, and cultural affairs of American society, who lack even the necessary abilities and knowledges in the spoken and written language, in music and in art to become a part of America's cultural life, who are too deficient in appreciating good values and standards to reap their proper and just share of the world's beauties and enjoyments; all too prevalent in America, are people with colorless, static personalities that resist new things, that lack initiative, keen judgment and a co-operative attitude; all too prevalent are discontented citizens who are employed in work poorly suited to their natural temperaments, capabilities and interests or who are not employed at all; all too prevalent are citizens who exist in a state of constant anxiety and distress, who hardly draw a free breath of air on account of a lack of confidence in the source of their income, whose minds are hampered for effective and free spirited effort because of worry over economic instability; all too prevalent are citizens whose innocent eyes as children have been blinded by the dust of superstition, fraudulent advertising, prejudiced information, and brigandry so that they are grievously confused as to what to believe; all too prevalent in America today are people who have been crowded out of their just opportunities to work, their right to accumulate the fruits of their work, their right to enjoy a reasonable share of the luxuries and comforts of life, crowded out even of their equal opportunity for adequate education; all too prevalent are citizens who have been denied due personal freedom to vote as they choose to speak their honest opinions and convictions without fear of penalty or personal injury, to accept cherished opportunities to work for mankind according to the dictates of their own natures and true personalities; and finally, all too prevalent are citizens of our land who are

not guided by a spirit of fair play, who are prone to disregard the Golden Rule whenever it works to their own inconvenience.

Such citizens, whether they be the perpetrators of these deplorable conditions in our land or the victims of them are surely stumbling blocks in the way of the greater and better America of tomorrow. Let me inquire, ladies and gentlemen of the jury, whether or not the members of this graduating class, this class of _____ with its _____ members, are of the kind that will add to this negative side of our social America. If the court finds that they are deficient in these respects, it is the firm purpose of the attorney for the plaintiff, in the interest of the greater and better America of tomorrow, to forestall and prevent such an addition, and it shall be our aim throughout this trial to discover such defects in the qualifications of these future citizens before they further retard or impede American Society on its upward march to the higher and worthier goals implied in my remarks.

If there is one institution in America to which we should be able to look for proper and adequate training of youth for intelligent effective and happy life in American society, it is the public school. We of the prosecution therefore propose herewith to require the Class of _____ to justify its graduation from this school and further to justify its entrance into active American life on the principles which I have just outlined.

I shall call no witnesses to testify for the plaintiff for I feel that the evidence which I have presented as to the prevalence of undesirable types of citizens needs no further testimony. The evidence is everywhere around you and I feel that it is too obvious to require further proof.

With these remarks I rest my case and throw the responsibility or proof and justification squarely upon the Class of _____ of the high school to show good reason why it should be permitted to launch itself into the civic, social and economic life of America.

JUDGE. The court has heard the case of the plaintiff. It becomes necessary now for the defense to present its case. Will the attorney for the Class of _____ proceed with his evidence and witnesses.

CLASS ATTORNEY. With pleasure Your Honor. The District Attorney has presented, I must admit, a very strong case in behalf of American Society. It is im-

possible for the defense to deny the allegations laid down against a large proportion of the citizens of our country. They are far indeed from measuring up to the desired goals which America seeks to reach. To clarify the case for the defense, I wish to explain that I accept the charges set forth by the worthy District Attorney, and in so doing, I desire to place a considerable amount of the responsibility upon the public schools of the past which have educated the present citizenry. It is quite evident that since a very high percentage of the adult population of America have had the advantage of a high school education, that the schools have hardly done all that we should expect them to do in training youth so that they are safe for democracy.

My first constructive argument is that American Society is going to find it necessary to demand more of the schools than ever before in the way of citizenship training, and I hasten to add, since this is so, that American society will find it further necessary to expand the school system beyond its present scope, to enlarge its service in the public interest, and to further enrich its program of studies. This becomes obviously necessary in order to place the public school in a position where it can render the civic, social and moral service that the American people have a right to expect of it. I wish to say, furthermore, that American Society will find it necessary to have the schools aided and abetted in their great work by every other social agency including the radio, the motion picture and the public press.

My second constructive argument is that the schools have already begun to rise to this occasion and to meet face to face the problem of training for better and more effective citizenship in America. In fact the school whom we represent here today, has gone a great way toward this very end as I will attempt to demonstrate to you through the several witnesses whom I shall call.

JUDGE. Call your witnesses.

CLASS ATTORNEY. Witness No. 1, stand please. Your name.

WITNESS No. 1 (*gives name*).

CLASS ATTORNEY. How long have you been a member of the Class of _____?

WITNESS No. 1 (*answers*).

CLASS ATTORNEY. You have heard the plaintiff state the first indictment, namely, that all too prevalent in America are citizens who have been handicapped from

birth with defective physical bodies; citizens who lack accurate information, who are ignorant of correct physical standards and fail to realize the full importance of biological endowment. Will you explain what you know about the Class of _____ with relation to this requisition to the life of a good citizen in modern American life.

WITNESS No. 1. Presents his testimony in behalf of his class in accordance with the following outline:

1. He explains and defines the qualification and requisition named.
2. He points out its implications and applications to American life.
3. He discloses its importance
4. He tells what the school has contributed toward educating the class up to this standard and qualification of good citizenship.

JUDGE. Call the next witness.

CLASS ATTORNEY. Witness No. 2, stand please.. Your name.

WITNESS No. 2 (*gives name*).

CLASS ATTORNEY. How long have you been a member of the Class of _____?

WITNESS No. 2 (*answers*).

CLASS ATTORNEY. You have heard the plaintiff state a second indictment, namely that all too prevalent amongst American citizens are physical suffering and loss due to poor medical attention, improper nourishment, poor home care, contaminated foods, as well as to speeding machinery, automobiles and gangsters' bullets. Will you explain what you know about the Class of _____ with relation to this requisition to the life of a good citizen in modern American society.

WITNESS No. 2 (*presents his testimony in accordance with the formula suggested above.*)

JUDGE. Call the next witness, etc., etc., etc.

Following this procedure each witness is called upon to answer one of the ten indictments set forth in the plaintiff's arguments as follows:

Witness No. 3 answers the third indictment—all too prevalent in America are citizens who lack the background and the abilities necessary to participate actively in the civic, social and cultural affairs of American society, who lack the necessary knowledges and abilities even in the spoken and written languages, in music and in art to become a part of America's cultural living, who are too deficient in appreciating good values and

standards to reap their just and proper share of the world's beauties and enjoyments.

Witness No. 4 answers the 4th indictment—all too prevalent in America are people with colorless, static personalities that resist new things, that lack initiative, keen judgment and a cooperative attitude.

Witness No. 5 answers the 5th indictment—all too prevalent are discontented citizens who are employed in work poorly suited to their natural temperaments, capabilities and interests, or who are not employed at all.

Witness No. 6 answers the 6th indictment—all too prevalent are citizens who exist in a state of constant anxiety and distress, who hardly draw a free breath of air on account of a lack of confidence in the source of their income, whose minds are hampered for effective and free spirited effort because of worry over economic conditions.

Witness No. 7 answers the 7th indictment—all too prevalent are citizens whose innocent eyes as children have been blinded by the dust of superstition, fraudulent advertising, prejudiced information, and brigandage so that they are grievously confused as to what to believe and what not to believe.

Witness No. 8 answers the 8th indictment—all too prevalent in America today are people who have been crowded out of their just opportunities to work their right to enjoy a reasonable share of the luxuries and comforts of life, crowded out even of their equal opportunity for adequate education.

Witness No. 9 answers the 9th indictment—all too prevalent are citizens who have been denied due personal freedom to vote as they choose, to speak their honest opinions and convictions without fear of penalty or personal injury to accept cherished opportunities to work for mankind according to the dictates of their own natures and true personalities.

Witness No. 10 answers the 10th indictment—all too prevalent are citizens of our land who are not guided by a spirit of fair play, who are prone to disregard the Golden Rule whenever it works to their own inconvenience.

CLASS ATTORNEY. This concludes our examination of witnesses, your Honor. We have no further arguments to present and the defense rests the case.

JUDGE (*to jury*). You have heard the testimony submitted by the American society through the District Attorney set-

ting forth certain weaknesses, faults and evils amongst the citizenry of America, and therefore requiring a clear proof of adequate preparation for good citizenship on the part of the Class of _____ before they shall be accepted into that Society.

You have also listened to the evidence presented by the Class Attorney and certain witnesses for the Class of _____ setting forth the qualifications as useful citizens of modern America.

It now becomes your duty to deliberate upon the evidence presented and determine whether or not this class of young people shall be admitted to full citizenship in America on the basis of their merits.

The jury may retire now until such time as they may reach a verdict.

(Intermission until jury returns)

JUDGE. The court will come to order. Has the jury reached a verdict?

JURY FOREMAN. Yes, Your Honor.

JUDGE. Read it.

JURY FOREMAN. The standards and requirements for good citizenship in America as outlined by the District Attorney, we believe, are ideal goals towards which America should strive. Ideal goals are obviously more easily sought after than reached. The real test of good citizenship, especially in youthful candidates, must therefore be sought in their attitude toward reaching these high aims rather than in their fulfillment of the same. The Class of _____ we find, while far from perfect in the achievement of these high goals, are, we believe, imbued with a genuinely sincere attitude and disposition toward their achievement, and we are therefore ready to declare them entirely worthy to launch themselves fully and freely upon American Society where they will have, we hope, ample opportunity to strive towards the complete realization of these worthy aims. The jury desires to add that as time goes on we expect the schools to do more and more toward the fulfillment of these ten excellent goals of American life namely:

1. A sound physical heridity at birth.
2. Adequate knowledge and training in the preservation of health from birth on through life.
3. Ability and inclination to take an active part in the social life and culture of the land.
4. A flexible, dynamic, acceptable personality.
5. A suitable and productive occupation.

6. A rational confidence in an adequate means of livelihood.

7. Security from deception and delusion and fortification against any distortion of truth.

8. Equality of opportunity of life, liberty, and the pursuit of happiness.

9. Freedom of action, of speech, and of other forms of self-expression.

10. Fair play for self and for others as expressed in the familiar Golden Rule.

Let me say in conclusion that the jury recommends that American Society insist upon the expansion and enrichment of the educational program of the schools with respect to these ten goals and to further insist that such powerful agencies as the home, the community, the church, the radio, the motion picture, and the public press shall bend their strongest influence along the same desirable and constructive lines.

JUDGE. In view of the verdict just returned by the jury, I hereby declare in the name of this court of justice and equity that the Class of _____ and its several members individually and collectively are entitled to graduation from the high school, and are eligible to enter fully and freely into active citizenship in modern America.

(To be continued. The testimony of the ten witnesses will be given next month.)

Eugene P. Bertin is Supervising Principal of Muncy-Muncy Creek Public Schools, Muncy, Pennsylvania.

Debate hath its commercialism no less than football. The selling of ready-made speeches, both main and rebuttal, and the use of them by high school coaches of debate very seriously threatens the educational value of this time-honored contest. The rule against this practice is exceedingly difficult to enforce. Teams some way manage to get by with memorized rebuttal which is the work of others. The plagiarism rule is intended to afford a means of punishing this form of dishonesty. But judges are frequently inexperienced and the glibness of memorized rebuttal often deceives them. The use of such material teaches dishonesty, and it is difficult to see how the conscientious coach can yield to the seductions of the commercial bureaus.—Editorial in the Interscholastic Leaguer.

Who's Who

In Extra-Curricular Activities

CHARLES R. FOSTER considers his part of the development of the program of extra-curriculum activities with the faculty and pupils of the Latimer Junior High School in Pittsburgh one of the richest experiences in his life. As Principal of the first junior high school in Pittsburgh, he was a pioneer in the field of extra-curriculum activities. The record of this development is included in his book, "Extra-Curricular Activities in the High School," the first book of its kind published in the United States.

It was because Doctor Foster felt that social development needed more consideration and that greater responsibility on the part of these junior high school students was essential as phases of character education that he inaugurated some activities which were then not possible in the regular classrooms. As a result the Latimer Junior High School was visited by educators throughout the country.

For four years the work was carried on before the book, which contains records of actual occurrences, was published. The fundamental principles set forth in that book have stood the test of time and are still in effect in the better high schools of the country.

In recognition of the contribution that Doctor Foster thus made to education, the University of Pittsburgh conferred the degree of LL. D. on him in 1926. It is interesting to note that in 1911 when he obtained the degree of Bachelor of Arts from the University of Pittsburgh he was a member of the first graduating class of its School of Education. He completed his work there for the Master's degree in 1914. He was called to give courses not only in extra-curriculum activities but also in other phases of secondary education by various institutions—summer courses at the State Teachers College, Greeley, Colorado, the University of Rochester, New York, winter and summer extension courses at the University of Pittsburgh and Pennsylvania State College. In fact his promotion from the principalship of the Latimer Junior High School to the position of associate superintendent and then to that of first associate superintend-

ent in charge of all secondary schools in Pittsburgh resulted from the unusual success he achieved as principal. Today he is president of the State Teachers College at Indiana, Pennsylvania.

A well-rounded social member of society, Doctor Foster is naturally an active participant in community service. He is a born leader. Recently he was president of the Rotary Club in Indiana, Pennsylvania. In 1930 he was president of the Pennsylvania State Education Association and for several years was on its Executive Council. But he is also an effective co-worker in the numerous professional and other fraternal organizations of which he is a member. With it all, he is an ardent golfer. Also he believes firmly in expanding one's horizon by means of travel as well as collegiate study.

He has journeyed far and wide in the United States, Alaska, Canada, the Caribbean district, and European countries. On his return he shares enthusiastically his experiences with students, faculty, and others.

But his interest in extra-curriculum activities did not cease when he left Pittsburgh. Today abundant evidence of his intense and continued recognition of their value is found in the wide variety of activities that are being conducted on the campus and in the service area of the State Teachers College, Indiana, Pennsylvania. Doctor Foster has set up a more democratic and extensive array of clubs and other organizations than existed before he became its president.

The man who expanded the traditional assembly period of 1920 into the broad, varied program of many extra-curriculum activities of 1925 is carrying forward this effective pioneering in the field of teacher education. At Indiana, Pennsylvania, the teachers college students have numerous opportunities of conducting group activities for their individual enjoyment and as means of obtaining professional preparation so that they will continue and will expand this phase of education in the schools of our country.

Among the numerous activities may be mentioned the Y.M.C.A., Y.W.C.A., Leon-

ard Literary Society, Student Council, Sunday Vespers Services, Travelers Club, International Relations Club with the bi-weekly meetings of its Forum which the entire college may attend. Those and the other general, departmental, and honorary organizations receive some of Doctor Foster's personal attention. The most recent development is an *extensive* program of intramural athletics which has won distinct favor with the students.

Numerous inquiries from colleges and high schools are being made concerning the aims, program, system of awards, and other aspects of this intramural development.

Always willing to consider improvements in the existing organizations of extra-curriculum activities, Doctor Foster is a constant source of encouragement and inspiration.

News, Notes, and Comments

HIGH SCHOOL FRATERNITY STATE LAWS

Eli C. Foster, Principal of the Central High School of Tulsa, sent a questionnaire to all of the states, requesting information about fraternities. All of the states except one replied. Of the 47 replying, 21 had laws prohibiting high school fraternities and 26 had no law on the subject. In six of the states the law has been tested in court and in each instance it was upheld. In the State of Washington the present law has not been tested but a board of education ruling was tested before the law was adopted and was upheld by the Supreme Court of the state. A test case was started in Oklahoma but was withdrawn and no court decision was rendered.

The "no-exams and no-reports" plan of Supt. Willis A. Sutton of the Atlanta Public Schools, is gaining wide attention. More will be heard of it.

Hon. Joseph D. McGoldrick, Controller of the City of New York, has been elected a Director of the National Self Government Committee, 80 Broadway, New York City.

The Committee is now sending an article on the Merit System by its Chairman, Richard Welling, (President of the Civil Service Association and ex-Civil Service Commissioner) to 5,000 teachers and principals throughout the country and offers the following additional free material to schools upon request: Merit System in the Civil Service (School Children's Edition), Your Home and Civil Service Reform, Good Citizenship and the Merit

System, The Business Value of the Merit System, Civics As It Should Be Taught—Truth About Politics For Tomorrow's Americans.

Russell Springs Consolidated School, of Russell Springs, Kansas, has for three years charged no admission fee for any kind of school activity, including football, basketball, and class plays. This practice is growing.

For speakers at Commencement or other educational meetings consider the persons whose names appear in *School Activities*.

The three debate topics proposed for use as the NUEA co-operative for next year are being voted upon. They are: Socialized Medicine, The Policy of Building a Navy Equal to That of Any Other Nation, The Increase of Police and Criminal Investigation Powers of the Federal Department of Justice.

The article dealing with the new type loose leaf yearbook, which we planned to release this month has not been received in time. It will be described later.

With the good wishes of President Roosevelt, and the sponsorship of a distinguished board of Advisory Editors, America's first newspaper edited exclusively "for young folks from seven to seventeen" has made its appearance on newsstands throughout the country. It is a weekly in tabloid size and form, called "The Boys' and Girls' Newspaper."

Allied Youth is a rapidly growing organization of young Americans, dedicated wholeheartedly to the purposes of (1) educating young people of all faiths, social groups, and backgrounds regarding the handicaps of beverage alcohol; (2) co-operating with all organizations that have or that might have provision in their programs for presentation of temperance education, supplying such literature and assistance as possible; (3) reaching, through a social-educational program, boys and girls from homes where temperance is neither supported nor practiced, and where habits set by parents are apt to be adopted as life-patterns by children unless supplanted by more wholesome standards of conduct.

For further information regarding the Allied Youth movement write Allied Youth, N.E.A. Bldg., Washington, D. C.

Youth Week is the natural outgrowth of Boys' Week which originated in 1920 through the Rotary Club of New York City and in a few years spread to all parts of the world. With the growth of Boys' Week there developed the feeling that girls as well as boys should be publicly recognized during the week, and therefore, in response to popular demand, the name of the observance was changed last year to Youth Week, and girls' activities were included in the suggestions sent out by the national committee. For information and helps on Youth Week observance write the National Youth Week Committee, 35 E Wacker Drive, Chicago, Illinois.

When in need of more seasonal material, think of *School Activities* of previous years. A few single copies of most issues are available at regular single copy rate.

More emphasis is being placed on non-academic subjects in American high schools today than in the past, the Federal Office of Education announces. Notable gains in the offerings of secondary schools include fine and practical arts, commercial subjects physical education, home-room activities, clubs, group guidance, and activities of a broad type in the assembly or auditorium.

As the high school has tended to become more popular, there has been a shift in the school concepts from the traditional college preparatory aims to such aims as teaching citizenship, health, use of leisure

time, the enrichment of living, and vocational efficiency. There are the outstanding trends revealed in the National Survey of Secondary Education sponsored by the Federal Office of Education and reported in a monograph, "The Program of Studies," available from the Superintendent of Documents, Government Printing Office, Washington, D. C.

R. C. Maul, director of the Teachers Placement Bureau of Emporia (Kansas) State Teachers College, says, "Extra-curricular participation carries with it a great deal of weight when one is under consideration for a teaching position. It is only natural for the employer to suppose the student with membership in several organizations is better prepared to meet practical public school problems than the student who is without such experience."

In a civilization changing as rapidly as ours is, complete reliance can not be placed upon the education of the young as the means by which to prepare the individual citizen for successful functioning in society. Traditionally we have relied upon such education as constituting our preparation for the future, but this idea evolved in the old agrarian order in which life was relatively static. Then, it could be assumed that the future would be very much like the present and for that matter, like the past; therefore educating the present generation of children in terms of our past experience would safely prepare for the future. The whole social order was committed to this idea; consequently the place of schools in it was easily and simply defined. The schools were merely to transmit to the young the knowledge, habits customs, and attitudes that had been satisfactory in the past, with full assurance that they would be satisfactory in the future.—Journal of Adult Education.

Crabtree: "The young men and women of high school age by organizing now, can remain organized until they become voters. That would mean saving the high school with a vengeance. Call on me for any help we can give."

If you have a friend who should be a subscriber to *School Activities* and isn't, ask him to have a sample copy sent to him.

LIVING IN A HIGH SCHOOL

(Continued from Page 5)

is still there and doing well.

There is another important group of children, however, for whom school is torture. These are really misfits. The schools were not planned for them, and they have not learned to orient themselves in the life there. They do not understand what it is all about; and, worst of all, they do not understand why they are failing where their fellows succeed. It was for this group that the schools introduced the trade and business courses some years ago. That was a funny idea, psychologically speaking, for no one believed then, or believes now, that failure in mathematics indicates probable proficiency in brick-laying or stenography. Some, of course, cannot handle "quadratics" to any good end, and some cannot even write intelligible English; but there are mighty few children who cannot succeed in some way in school if they can be given confidence in themselves.

For many of these the breadth and the elasticity of a student activities program offers an opportunity to acquire the confidence they need, a secure base of achievement, from which they can go on to modest success in the class room. They may learn, perhaps in the orchestra, that they can do something that most of their fellows, and teachers, cannot do so well; they gain confidence in themselves, and, with that, much is possible.

There was once a boy who was one of this group. He failed every major subject that he took in school. He thought his teachers hated him and would "fail" him no matter how hard he might try. He became morose and sullen. He hated the boys around him who were successful where he was failing. He had to stay in school for he was under age, but he was doing nobody any good.

His condition grew steadily worse till, one day, he drifted into the printing room where a squad was at work, setting type and running the presses. Something clicked for him; he had found something real, interesting, something he could take hold of at last. He stayed in the shop all he could, envying, watching, learning and finally he was asked to help. In time he became a full working member of the printing squad. He learned to do good

printing; and, much more important he learned to take pride in himself and in his work.

That boy did not become a scholar and a class leader, but he did become a self respecting member of society. He was never graduated, but before he left school he was passing a fair part of his work, and he went out confident that he too could succeed in life.

Any school teacher could duplicate these stories for hours; but what any number of boys and girls may have done in the past is not important when compared with what our high school boys and girls may do this year. Will they take full advantage of what their schools offer? Do they realize the importance of these explorations? Are their schools doing their full duty in offering the opportunities? And if not, why not? The value of the program lies in its infinite elasticity, and in the fact that participation is wholly voluntary. Its cost is negligible, and its importance is tremendous.

Effingham Murray is Faculty Adviser of all student activities at DeWitt Clinton High School, New York City, N. Y.

ANNOUNCING

The First A.C.E. Special Bulletin of 1935
Art for Today's Child

Art for Today's Child is a thirty-two page booklet filled with information as modern as its name implies. It contains a compact, practical explanation of how outstanding leaders in the field of art today are teaching it to young children.

Art for Today's Child presents actual case studies which prove the value of art instruction for young children. It explains many, varied, teaching techniques which are being successfully used by prominent art instructors, and contains a selected bibliography of the very latest books on art. Both the teacher in practice and the student in training will find **Art for Today's Child** interesting and helpful.

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Have You Read These?

By the Editor

Do you have any "Problem Parents?" Are your parent-teacher meetings attended largely by the better read and better informed parents? Are you often discouraged when you realize what a small percentage of parents attend these meetings? Would you like to know how one school boosted parent interest and attendance? Then read "Problem Children or Problem Parents," by Roxie Andrews Firth in the February number of *American Childhood*.

Ever ask a boy to empty his pockets? Perhaps not, but you probably know about the variety of articles it contains. A most excellent story on "Hobbies for Boys," Carolyn M. Heller, will be found in the *Parent-Teacher* magazine for February.

What would you do if you were fired this spring? (And in most cases we hope you won't be). Sleep? Loaf? Study? Travel? Get married? A very intriguing article showing the unusual things one teacher did may be found in *The Nations Schools* for February under the caption, "A Teacher Experiences the 'New Leisure'." It was written by Carlton Palmer.

Can you imagine a dictator without theatrics? "If there is one he must have been a teacher," you probably think. Right! Read "Portugal's Teacher-Dictator" in the January number of *Current History* and note the pleasing differences between an educationally minded leader and the usual pompous, bombastic, persecuting, and militaristic type of national boss.

We all remember Cinderella and her "hard luck." Some new adventures under the title "Cinderellas of the Curriculum" will be found equally interesting. This article by L. R. Silzer may be found in the January number of *School Executives Magazine*.

"Rate your personality, suh"? Maybe this question will soon be as common as "Shine, suh"? Why not? It is at least

as important. In the February number of the *School Review* is an account of a seven-year experience in the Collinwood (Cleveland) High School with "Personality Ratings." It was written by Frank P. Whitney. By all means read it.

Why not an honest-to-goodness museum in your school? Some excellent initiating it will be found in "School and City Museums" by O. W. Mosher and C. R. Gilbert in the *Journal of the National Education Association*, for February.

"Parent Education of the Future," sounds like 1950, or 1975, or 2000. But really next week, next month, or next year is just as future. And in G. E. Dille's article in the February number of *School Executives Magazine* there are some good suggestions for achieving this desired and desirable education. Why wait for our successors to do this job: let's start it now.

How often have we heard, "This generation is headed straight to _____." Dean Christian Gauss of Princeton, who knows young folks, believes otherwise. He is sure that these young people are not really concerned with liquor and sex, but that they are much more interested in social and political affairs. Read his penetrating article, "Youth Moves Towards New Standards," in *Scribners* for February.

Are you in a small high school? (No animus of course) If so, congratulations. Then you should have Bibliography No. 26, "Good References on Small High Schools — Curriculum and Personnel Problems." It is obtainable from the Office of Education, Washington, D. C. This excellent list of annotated references was published in 1934.

Each month the *Eagan Journal of Character Training* develops some phase of one of these ten character traits: fair play, kindness, good workmanship, health, self reliance, teamwork, self-control, reliability, obedience and unselfishness.

Stunts and Entertainment Features

Mildred H. Wilds, Department Editor

APRIL SHOWERS

April showers bring May proms and often a dance or two for this early spring month itself. Since ideas must pour forth in high schools all over the country for the celebration which often is the farewell to the seniors, these suggestions are meant as *School Activities'* best wishes for a successful spring social season.

THE TREASURE HUNT AS A BANQUET MOTIF

Lillian Berreman

Ordinarily the selection of some central motif for the annual class banquet greatly facilitates both the decoration and entertainment problems. To those readers interested in such a motif, the treasure hunt idea may prove just the inspiration desired.

For the invitation, which is the beginning and usually an expensive item, an enterprising committee might substitute its own cleverness for the usual engraving costs. An illustration of a treasure map in an old edition of "Treasure Island" gave one committee the necessary inspiration. At the top of the page the students had drawn the familiar compass points that invariably appear on instructions for hidden treasure quests. Then appeared the map outline itself over which they had typed in upper case letters the invitation:

We of the junior class wish you to join us on our Treasure Hunt at the Dessert Hotel a bee line eight degrees west by southwest and one degree northwest by north from the entrance of our Dear Old Alma Mater. The expedition party will leave the Dessert Hotel on the twentieth day of this fifth month at six-thirty o'clock and we would like to have you with us.

Telephone response to Beulah Allert—141R.

It was a simple matter to trace the entire design on a stencil with a stylus. Typing the design required only a few minutes and our stencil was ready for the mimeograph. The position of Dessert Hotel (as nearly as it could be ascertained from directions given!) was marked by

a large X.

With the invitations printed they were carefully folded, and the names of guests having been typed on the outside, were ready for distribution to seniors and faculty members in the respective home-rooms. No extra expense for envelopes or mailing!

The program committee might carry the same theme by submitting a program cover designed in the form of a small chest booklet. Here, too one may resort to the stencil in producing the miniature replica. All the locks, rivets and gadgets of the famed pirate chest can be there! The cover design should be made double so that when cut out and folded it is indeed an "ideal chest."

Originally the committee had planned to use plain white paper for printing these program covers but when one student discovered that the stencil would print beautifully on colored foundation paper we decided to use red instead. The red proved a clever idea because we tied the booklet with a bit of black ribbon and presto! we had the High School colors.

The program committee can "incorporate" the menu into the "chest." The following represents the menu at the time the "Treasure Chest" was first presented.

Fruit Cocktail	
Escalloped Chicken	Buttered Carrots
Mashed Potatoes	Cream Gravy
Tomato Aspic Salad	Buttered Rolls
Angel Cake	Strawberry Whip
Coffee	Nuts

But how to arrange your tables to carry out the treasure idea? Why not use small cedar chests for the tables? Students will volunteer to bring their cedar chests for the occasion. Red tulips (ask for donations from town matrons) and red tapers will complete the decorations or use some other flower and color if you wish to carry out the school color scheme.

And now the Favor Committee must find its inspiration. If cedar chests are to be used as table decorations why not conceal your favors or "treasures" in them in real story-book fashion? The committee might discover that it can buy at the local druggists small net bags of chocolate candy "money" wrapped in gold

paper for 5c each. Real bags of gold for the individual guests for only a nickel. The idea is too good to be passed up.

A little special work with the entertainment committee and a special "Treasure-in-Store" number can be incorporated into the program.

The Favor Committee should be likewise ingenious with the place cards. Again the local druggist might assist by securing for you red and black gum drops (if you wish this for your color scheme). A lollypop stick anchored in the luscious drops will aid the color arrangement as well as provide a "post" for the clever place card designed in a small rectangle from red foundation paper. A smaller piece of white paper on which is typed: "No trespassing except for Beulah Allert"

Paste this to the red and glue both to the lollypop!

With the menu and program booklets arranged next attack the problem of actual numbers to appear in that booklet, for the guests must be entertained as well as fed. These, too, should be in keeping with the general theme of the banquet.

The toastmistress can choose for her toast to senior guests the topic "Here's for Fortune." Extend greetings to the guests and express best wishes for seniors who are soon to be setting out on life's own "treasure."

The senior class president responds, his toast most appropriately named "The Lure of the Fortune." He will see in the aims and ambitions of his fellow classmen the "lure" that will stimulate them ever on toward the real fortune. A junior boys' quartet, if one has been organized, might revise a few old favorites that everyone knows. Once the inspiration is given it is amazing the number of clever "vocal treasures" that are forthcoming. When this program was presented, so boundless was the ingenuity of various members that we found it necessary to have the quartet appear twice on the program; further, in order to use the chestful of "Treasures" the committee arranged them in medley form, thanks to our music instructor who planned the music in the desired order.

As an example the following "vocal treasure" (Tune: Reuben, Reuben) was dedicated to a senior boy who especially disliked English:

"Raymond, Raymond, we're just wond'ring
What on earth you're going to do,
When you've finished with your English

Oh, but won't you then be blue!"

Needless to say the quartet proved the big hit of the evening. Again and again were they applauded. Songs such as Annie Laurie, Jingle Bells, and Harvest Moon were "revised" and dedicated with the quartet's compliments to various guests.

Students themselves knowing the particular idiosyncrasies of their teachers and fellow classmen have an almost unlimited field here for inducting friendly and wholesome humor into what might otherwise be an almost hopelessly dull occasion. Strangely enough advisers will find that ordinarily mischievous seniors become alarmingly dignified at banquets! Hence we welcome that which breaks down this uncomfortable dignity.

Turning again to the serious, ask the senior adviser to give a brief talk on the topic "Guiding the Treasure Hunt." In a splendid talk one superintendent developed the subject given him, "The Worth of the Treasure," by showing what "treasures" were and how they depended on high ideals and sportsmanship if the quest for them is to end in success.

Immediately following the special toast

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"Treasures in Store" the toastmistress might give the signal and the chests can be unlocked (members of the favor committee should be placed at each table for this number) and lo! the treasure is revealed. Obliging waitresses must see to it that each guest receives a "bag of gold."

The closing number can be one of our peppy school songs in which we ask the guests to join us. All of the foregoing numbers are, of course, mimeographed and placed in the "chest booklet" together with the menu. The booklet is tied with a perky bit of black ribbon and everybody present has a "treasure" that is a complete memento of the occasion.

A SCOTCH BANQUET

Decorations

For decorating the banquet room, strips of plaid crepe paper basted along the hems of the curtains and large screens covered with the same paper are effective. If a more elaborate scheme is desired, a small Scotch cottage with thatched roof and rustic garden of rocks and spring flowers may be built in the center of the

room and quartet tables grouped around it. Brightly colored cellophane shades for the light fixtures will reduce the glare in a gymnasium or assembly hall.

The place cards may be plain white, three by five inch index cards with the name at the top and a Scotch joke written beneath. These jokes can be collected by the students from newspapers, magazines, and radio programs. Each place card is tied with yarn to a small Coca-Cola bottle (given as samples by the Coca-Cola company) labelled with stickers marked "Old Scotch" and "Old Rye." The menu and program are printed or typed on plain paper and cut out in the shape of a tam. Covers from plaid paper are cut in the same shape and the sheets tied with colored woolen yarns for topknots.

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SCHOOL SCIENCE and MATHEMATICS

Published by

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No numbers published for July, August and September.

3319 N. 14th St., Milwaukee, Wisconsin

The menu might be as follows:

MENU

Awfu' guid coketail (fruit cocktail)

Broo (clear soup)

Tatties (potatoes)

Pease

Gusty cheekie (roast chicken)

Dabs frae th' kailyard (vegetable salad)

Het breid (hot rolls) Swats (butter)

Skinklin o' icecream smored wi' berries

(ice cream with fresh strawberries)

Kercake (cake)

Entertainment should consist of Scotch songs and dances. After the cocktail, two Scotch songs, vocal solo and a duet, might be given; after the main course, some instrumental number; and after the dessert, the toasts.

PROGRAM

Scotch Airs (Annie Laurie, Flow Gently

Sweet Afton) Vocal Solo, Duet

Popular Airs Instrumental

"To the Canny Seniors" A Junior

"To the Bonny Juniors" A Senior

"A Wee Bit o' Advice to Both" A Teacher

"Days of Auld Lang Syne" A Senior

"Oh Wad Some Power the Giftie gie

To See Ourselves as We Shall Be" A Junior

As the guests are leaving each may be presented with a favor—a small pottery penny bank in the shape of a pig—by two of the waitresses who can be dressed in white blouses, plaid skirts, and tams.

FLYING HIGH FOR YOUR BANQUET AND PROM

A. Bess Clark

Aviation, its newness and adventure-some appeal has been adapted here for your use in a Spring prom motif or we can apply it as an assembly given to the parents, friends, and schoolmates in lieu of the regular class day with stereotype will, prophecy, history, and what you will.

Feature your stage as the interior of the cabin of the good airship Experience, captained by Harder Knocks, cutting loose from its mooring mast at Where-You-Are for a voyage into Life. Make the stage narrow from wing to wing with curtains and deep from front to back. Have a recess at the extreme back stage fitted up with suggestive apparatus for taking observations, etc. Even at risk of inaccuracy, you might fashion a huge steering wheel and station Captain in the recess in uniform and cap at his wheel until the business on stage is well under

way.

A banquet table extends from rear to footlights, and at it in formal evening dress the class of 193... is finishing dessert. If this program is presented at a banquet the stage setting would be added, the banquet table would be real.

At the backstage end of the table, a toastmaster arises as the banqueters move their chairs back to an open V at the footlights. The conversational buzz tapers off naturally as the curtains open, the guests move their chairs, and the Toastmaster rises. The Captain behind the Toastmaster in the recess is intent upon his instruments.

Flowers or a model dirigible centerpiece on the table must be kept low so the audience may see the faces of all at the table.

The Toastmaster states the occasion:

A Textbook on the Paris Pact

Which educators no doubt will appreciate and welcome. It is a most concise statement regarding the history and operation of the Paris Pact and should be used in all high schools in connection with the history work. The Paris Pact is a part of history and it should have a place in the course of study of every high school.—W. I. Early, Principal, Washington High School, Sioux Falls, South Dakota.

The Story of THE PARIS PACT

FOR STUDENTS OF HIGHER CITIZENSHIP

by

ARTHUR CHARLES WATKINS

Director of the

National Student Forum on the Paris Pact
First Two Editions, 60,000 Copies; Third Edition

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NATIONAL STUDENT FORUM ON
THE PARIS PACT

532 Seventeenth St., N. W., Washington, D. C.

the Class of 193... has just embarked upon the Good Airship Experience for their great voyage into Life. On the first evening on board Captain Harder Knocks is kindly entertaining them at this sumptuous banquet in preparation for their strange, eventful trip. Etc. Etc.

The Toast Program that follows comprises five toasts and as much music as you will. An accordin solo, a quartet without accompaniment, and a class song is a well balanced musical program.

Each toast is a well known dirigible expression whose meaning must be clearly stated at the outset and then applied to the toast:

Up Ship

Ground Stations

Ahead Standard

Drift Angle 30 degrees (or any number of degrees)

Dump Ballast

Up Ship is the signal to start the ship, like "all aboard" for the train or steamer. This toast will deal with 'getting started' into life. Getting-started stories will not be difficult to find. Anecdotes about great men getting a start in this way or that are plentiful.

Ground Stations is the signal on a dirigible for all passengers and crew to take specified stations as the ship casts adrift from the mooring mast, so that she may be well balanced to rise. Story and anecdote may be found and applied to point the toast to balance, poise, being at your post to insure balance, or some other application of the topic.

Ahead Standard is the Captain's signal to the engineer to go ahead at the ship's standard or regular speed, whatever that may be. This toast with us became a class prophecy of a sort, predicting how each member of the class, now on his own to go ahead standard, would fulfill his own possibilities, say in the next thirty years.

Drift Angle 30 Degrees is a technical term applied to the Captain's findings from time to time as he estimates how

far off the course the winds are causing the airship to drift. With us, this toast was given by the old grey beard Captain Harder Knocks at the Toastmaster's request. The Captain has just directed the good airship Experience back on to her course from which she was drifting at an angle of 30 degrees, due to wind and air current. Captain Harder Koncks gives the young folks a bit of sound advice and a few funny stories about the things that will cause them to drift from their course, perhaps less than 30 degrees. With make-up and mannerisms the Captain may be a bit of a comedy character to relieve any possible sameness which music or impersonation have not broken up.

Dump Ballast is an emergency signal to do just what it says and lighten the ship. We used this as a Class Giftatory, closing the program with a burst of laughter. We arranged it thus: At the conclusion of his toast above, the Captain announced a little surprise. He has from time to time found ballast dumped by other ships in distress. Certain parts of this are unclaimed after years of waiting for owners to turn up. He proposes to present these/ his present guests, the Class of 193... with a chest of these 'finds.' He bustles out and directs two members of his crew in bringing in a large chest. The last speaker accepts the gift and opening the chest finds the separate gifts tagged with rhyming couplets to each member of the class. As the speaker brings forth the gift and reads the attached sally, the fun becomes as clever as you can make it, though never unkindly.

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TO THE SENIORS

S is for SENIORS,
 In whom Juniors see
 What all high school students
 Hope sometime to be.

E is for eloquence
 Needed tonight
 To make this occasion
 Seem fitting and right.

N is for nothing
 We hope will prevent
 Our showing the Seniors
 How much they have meant.

I is for interest
 We Juniors shall take
 To equal the record
 The Seniors now make.

O's for occasions,
 We've met with your class,
 Which now we appreciate
 More as we pass.

R is remembrance
 More precious than gold,
 Which we of you Seniors,
 Will promise to hold.

S is for sorrow
 We feel as you go,
 But let's not spoil this evening.
 By reciting our woe.

TO THE JUNIORS

J is for JUNIORS,
 The next class in line,
 To whom the name SENIORS,
 We'll gladly resign.

U is for under,
 Where you've had to be,
 Because you were younger,
 A year, than were we.

N is for now,
 We turn over to you
 The work that we seniors
 Were hoping to do.

I is for infinite
 Good for the school,
 Which out of your leadership
 Surely will rule.

O's for occasions,
 Like this one tonight,
 When you and your efforts
 Have brought us delight.

R is our record
 We finish today,
 As we take our belongings
 And get out of your way.

S is for something
 We'd have you retain—
 Our thanks, for we thank you,
 And thank you again.

STUNT FOR SENIOR CLASS DAY OR
ASSEMBLY

Jane Dengler

Recited to strains of doleful music by
 a ghost draped in white. A weird danc-
 ing chorus of ghosts in the background
 would not come amiss. They might even
 groan realistically at prearranged sig-
 nals.

Tell me not in mournful numbers
 A Senior's life is just a scream
 And naught but pleasure it encumbers,
 All things are not as they seem.

Life is hard, and life is hateful
 And an F is not its goal
 But it seems it e'er is fateful
 It enshrouds a Senior's soul.

Latin's (or any other study) long, and study's
 fleeting

And our hearts tho' stout and staid,
 Pit-a-pat-a-pat are beating
 E and F time—that's our grade.

In the science field of battle
 Met by grim math teacher's whim
 Be not like dumb driven cattle
 Be like heroes grave and grim.

Lives of dunces all remind us
 We can make our lives a rime
 And departing leave behind us
 F prints on the sands of time.

F prints that perhaps another,
 Sailing o'er school's solemn main
 A forlorn and failing brother
 Seeing may take heart again.

Let us then be up and failing
 With a heart for any fate
 Still bemoaning, still bewailing
 Learn to labor and to wait.

Let the ghost chorus carry huge books
 which represent school books. At the
 mention of each subject they hold aloft
 one of the volumes and tremble in mock
 fear. At the end of the verses the music
 becomes a dirge and the entire group bow
 their heads and slink from the stage.

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INSPIRATION

Doris E. Oleson

An appropriate spring theme is this pageant intended to portray the basis for genuine student reflection and expression.

Characters

JEAN, a school girl

A SPIRIT

CHALK ARTIST

SINGER

DANCER

POET

Scenery: This is especially adaptable for outdoor presentation. However, very fine stage settings may be made to represent natural scenery. A silhouette drop against a dimly lit sky background with a few stars twinkling is quite lovely. Even more effective is the shimmering brook which works on the radio lamp principle. It is produced by having two fairly transparent drops, upon which waves are painted, hanging before a light. One of them moves back and forth giving the effect of running water.

Since a great deal of the success of this pageant depends upon the atmosphere created by the scenery, an effort should be made to make this as beautiful as possible.

* * *

(Curtains are drawn. Soft music is heard. Jean strolls disconsolately onto the stage in front of the curtain, with books under her arm. The stage is dimly lit. Jean sits on a bench at the other end of the stage without raising her head. She looks at the grade cards one by one, and flings them away in disgust.)

JEAN. Geography, E; English, E; Music, E; Art, E; Dancing, E. Humph! E in everything! But what does it all mean anyway? *(Clasps head in hands.)*

SPIRIT *(who has silently come up behind Jean, and is standing there)*. Something worries the maiden.

JEAN *(without looking up)*. Oh, no. I'm not worried about anything. I'm all right. In fact, I'm practically perfect! *(nods at grade cards scattered on the floor, and shrugs.)* I got E in everything at school. But it all seems so perfectly meaningless. They tell us to express! to create! to give freedom to our self-expression! And that's what everybody does—express! *express! EXPRESS!* Sometimes I think I'll shriek if I ever hear the term again. Ev-

erybody's busy expressing himself when there's really nothing to express!

SPIRIT. Nothing to express? *(Shakes her head.)*

JEAN. No. In a harmony lesson today we were asked to compose a short piece entitled "Spring." Well—that was easy. Just arrange a series of high-pitched, dainty, swift arpeggios and chords in major key, and you have it. All you need to be a composer, is a good knowledge of the principles of music, and work.

SPIRIT. Is that all? *(Pause)* Will your "Spring" live, do you think?

JEAN *(shrugging and smiling)*. Well—perhaps not. It isn't—ah—complex enough.

SPIRIT. Is it the complexity of a composition that determines whether or not it shall live?

JEAN *(frowns and considers for a moment.)*

SPIRIT. You take art too?

JEAN. Yes.

SPIRIT. Dancing?

JEAN *(nods)*.

SPIRIT. Literature?

JEAN *(nods)*.

SPIRIT. Geography?

JEAN *(nods)*.

SPIRIT. Nature study?

JEAN. No.

SPIRIT *(frowns)*. No nature study?

JEAN. No.

SPIRIT *(pauses)*. But who teaches you to appreciate the wonders and beauty of the world about you—the grandeur of the universe?

JEAN. Oh, we don't bother with things like that. We just study practical things that have relation to our city life.

SPIRIT. Don't you even study poetry?

JEAN. Well—yes. And I think it a waste of time. Here—some man takes some utterly commonplace subject, twists it around and says silly, imaginative things about it to make believe it's something that it isn't—and we call him a poet. And study his poetry! His meters—and all that!

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Chilhowie, Va.

SPIRIT (*nods*). But don't you have any instructor who calls your attention to the glory of Nature right about you?

JEAN. Why, no! I'd like to know what glories of Nature you could find in the city! Even here, in this city park!

SPIRIT. But the glories of Nature are everywhere! (*Curtains open*) Nature is here if you'll but look!

(*Jean does not look up. Music plays softly, and an artist enters carrying an easel and colored chalks. A soft spot light is thrown upon her as she works.*)

SPIRIT. I know an artist. She is famous. She never got an E in art in school, and never would have. She hadn't the technique. But she had something! Watch her work.

(*Jean looks up and watches the artist work. The artist completes the picture and steps back to look at it.*)

JEAN (*turns to spirit to speak. Artist leaves.*) Why! Isn't that strange? She got it just—just—just like it was! I mean—the atmosphere. She didn't have the lines just right. But she did have something!

SPIRIT. She had an appreciation of nature.

JEAN (*smiles condescendingly*). Well, she had something!

SPIRIT. Listen!

(*A singer enters, sings a light, woodsey song with many trills; then exits.*)

JEAN. Well—*isn't* that strange? She was singing—notes. And still, she wasn't singing notes. She was—just—singing. And she seemed to be enjoying it so! I wish I could sing that way. Oh, I have a fine singing voice! Everyone says so. But—I never get any particular joy out of singing, except the thrill that being before an audience gives me. And *she* seemed to be singing just for the joy of singing!

SPIRIT. She has a love of nature.

JEAN (*smiles condescendingly*) Well—she has something!

SPIRIT. Look!

(*Dancer enters, does a graceful aesthetic dance, and exits.*)

JEAN. Well—it certainly *is* strange! She did some of the most difficult steps. And yet—she did them in such an effortless manner! She didn't even seem to be dancing steps. She was just dancing—

SPIRIT. Nature.

JEAN (*looks up at Spirit then meditates*).

SPIRIT. Listen!

(*Poet enters and repeats the following piece of poetry in a low, impressive voice:*

The summer night speaks not with trumpet call,
But with the harp's deep-bosomed melody;
Listen a moment, while the shadows fall
One after one upon the land and sea
Listen yet longer, hear the south wind blow;
'Tis but an echo of the ocean's sigh;
Hark, how the rivers rhythmically flow,
Swayed by the gleaming of the stars on high.
Listen yet longer, how your own heart speaks,
Breathing a language that the day knows not;
Out of the night's vast harmony it seeks
To draw life's music that were else forgot.
For, from these depths, the universe unfolds
Impulse akin to that man's being holds.

(*Poet exits*)

JEAN (*pause*). That was—poetry! And I—liked it! It wasn't real It *was* imaginative. But that's the way it is! That's the way it is! (*Jean rises and walks in toward the stream with the spirit following.*) To think that I ever thought there was nothing to express! Why—there's so much! So much to be done! I never looked around me before and I never saw—

SPIRIT. Nature. You were well educated.

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ed in the modes of expression, but you lacked the urge, the need to express, for you had nothing to offer. My maiden—Art, in whatever form, comes—not from the intellect; not from trying to answer the senses; but from a deeper stirring of the inner spirit,—with an appreciation of nature!

Curtain

(The poem printed above is "The Summer Night," written by Ada Boyd Glassie. It is included in the volume "District of Columbia Poets," published by Henry Harrison, New York City.)

OLD TRUTHS FOR NEW BANQUET SPEECHES

Eunice W. Quimby

Thoughts that have live because they are poetic truths so often are invaluable as themes for banquet toasts. To avoid your searching through material we list here some quotations for insertions in your talks or which can be used as a general theme around which a talk may be aptly built.

"Anywhere, provided it be forward."—David Livingstone.

"The only way to have a friend is to be one."—Ralph Waldo Emerson.

"Cling to what is left; make the most of what remains."—Robert Louis Stevenson.

"For a true soul every fall may be a fall upward."—Charles A. Dinsmore.

"Dwell deep, my soul, dwell deep."—James Buckham.

"The secret of effective speech is a hidden assurance."—J. H. Jowett.

"What in me is dark, illumine;
What is low, raise and support."

—John Milton

"When life's all love 'tis life; ought else 'tis naught."—Sidney Lanier.

"We need the pain of life to emphasize its joy."—Phillips Brooks.

"Do noble things, not dream them all day long."—Charles Kingsley.

"Fail not for sorrow falter not for sin,
But onward, upward, till the goal ye win."—Frances Kemble.

"Guard well thy thoughts;
Our thoughts are heard in heaven."

—Young

"Know how sublime a thing it is
To suffer and be strong."

—Henry W. Longfellow

"Hold thy high way and let thy spirit lead."—Chaucer.

"No wrong by wrong is righted."—John G. Whittier.

"When the fight begins within himself,
The man's worth something."

—Robert Browning

"Because right is right to follow right
Were wisdom in the scorn of consequence."—Alfred Tennyson.

"The noblest mind the best contentment hath."—Edmund Spenser

"He that once is good is ever great."—Ben Jonson.

"Sometimes the best gain is to lose."—Herbert.

"As one lamp lights another, nor grows less,

So nobleness enkindleth nobleness."

—James Russell Lowell

"What is Freedom? Rightly understood,
A universal license to be good."

—Hartley Coleridge

"Much dearer be the things that come through hard distresse."—Spenser.

"The strongest strength

Is the guileless heart."—Victor Hugo.

"Those best can bear reproof who merit praise."—Alexander Pope.

"Vessels large may venture more,
But little boats should keep near shore."

—Benjamin Franklin

"In ourselves are triumph and defeat."—Henry W. Longfellow.

"Ponder well, and know the right—
Onward then, and know thy might."

—Goethe

"You can speak well if your tongue
Deliver the message of your heart."

—John Ford

"If there be some weaker one
Give me strength to help him on."

—John G. Whittier

"Duty makes us do things well, but
loves makes us do them beautifully."—Phillips Brooks.

"Look backward only to correct an error of conduct for the next attempt."—Meredith.

"Too low they build who build beneath the stars."—Edward Young.

You organizers of extracurriculum activities, how keen are you for a political club to study the untoward conditions of local, county and state government? Do you propose it? Do you offer yourself as its faculty adviser?—William McAndrews

Games, for the Group

Mary D. Hudgins, Department Editor

AN EASTER GATHERING

Jane Dengler

Invitations will look well hand printed on small white cards. If hostess or committee member can draw effectively a number of bunnies sketched on the card will not come amiss. Here's what the card may say:

Play-like you're a bunny and come

HOP	HOP	HOP	AND
SKIP	SKIP	SKIP	AND
JUMP	JUMP	JUMP	JUMP

straight to the hutch of at St.
..... (Date) R. T. (Rabbit Time)

I'M HARE

This game will prove a good mixer. Each guest is provided with a slip of paper and pencil as soon as he enters the room. He is told that he must represent a famous rabbit. Guests mingle and talk. Each asks his neighbor what rabbit he is. Each rabbit may tell only his name. Others must identify the character as coming from such-and-such a story or such-and-such a folk tale. Each guest should record names of the other guests the name of the bunnies which they represent and the source from which the characters come. Thus each guest must learn the name of every other guest, if he doesn't already know it. Each guest must speak to every other guest. Besides there are so many, many rabbits in story and literature that the game will be lots of fun for its own sake. Remembering about Br'er Rabbit and Peter Rabbit, Benjamin Bunny and the Mad March Hare will set guests remembering any number of other "harey folk."

WHAT'S IN MY BASKET?

This game is played similarly to "Mrs. Jones like coffee but she doesn't like tea." Someone is chosen "IT" and proceeds to walk about the group asking guest after guest, "What is in my basket?" (all the while holding an Easter basket on her arm). At first the guests will be "wild." Pretty soon some of the group will begin to catch on. If a product is named which might be in the basket the leader nods, and says, "Yes, it's in my basket." and

passes on. But if the thing mentioned could not possibly be inside the basket the leader shakes her head and says "O is not in my basket." of course the guest thinks she has said "Oh, it's not in my basket," just as the leader expects him to. The game may be kept up until everybody has "caught on" or until the group tires of the sport.

Since O is the banned letter dates may be in the basket but not *stoned* dates, a calf may be in the basket but not a *cow*, a cat may be in the basket but not a *dog*.

EASTER ATHLETES

Eggs have been pierced and blown free of all contents. They are then dyed in two shades to represent colors of opposing teams (three or more shades if the game chosen calls for individual playing). A table top may be the playing field. Football, baseball, tennis—almost any game may be used. But if table wickets are available, croquet should prove especially effective. Rules of the regular games apply, save that a player may use only his breath in propelling the "ball" across the field. (Better provide quite a number of extra "balls" for the breakage is likely to be quite high.)

EASTER SENTENCE

Guests are provided with slips of paper at the top of each slip is the word E-A-S-T-E-R. The group is told that each one must compose a sentence of six words, each word of which begins with the letters of the word Easter taken in order. The leader hints that a prize will go to the most humorous sentence and the one which manages to bring in some person at the party. Of course there is no end to the combinations serious and otherwise, of sentences possible from E-A-S-T-E-R. "Every Autumn Susan Turns Early Riser." "Evan Anderson Seeks To Eat Regularly."

RELAY RACE FOR BUNNIES

Guests are divided into two groups. One person is chosen from each and told to station himself at the far side of the hall, and is given a head of lettuce to feed his harey brothers. As in any relay race the two teams line up. At the given sig-

nal the two head rabbits start to hop across the room to the lettuce holders. Each "feeder" holds a single leaf of lettuce extended in his right hand. When his rabbit has hopped within nibbling distance, he starts to eat the lettuce leaf. While eating the rabbit must remain on one foot and keep his hands folded behind him, eating with only the aid of his own two lips. As soon as he has completely finished his leaf he hops back and the next rabbit starts on the journey. The group which completes the nibbling of leaves first is of course pronounced the winning team.

Decorations

Easter decorations are charmingly simple. Garden flowers are probably available. Just which may be used depends very largely on the part of the country in which one lives and the state of advancement of vegetation.

Daffodils and tulips will have bloomed long since in many places, but if they are to be had, by all means use them. Garlands and festoons of yellow crepe paper will not come amiss and even crepe paper flowers are permissible if real flowers are unavailable.

Potted plants, especially blooming ones are charming by Easter time. Keep colors bright and the shades light and well blended. Winter with its somber shades and brilliant hues is done. Daintiness is the mark of spring. Suggest it in the mode of decorations.

Refreshments

Easter baskets can easily be made from angel food cake which has been baked in muffin tins or individual custard molds. A serving spoon will do to scoop out a depression in which may be placed a scoop of ice cream which serves admirably as an Easter egg. Choose orange or grape ice or add vegetable coloring to the cream used. Oval ice cream scoops are to be found and make the Easter-egg illusion even more pronounced. Coffee completes this repast.

Open faced sandwiches are always delightful and delectable. Spread oblong or diamond bits of bread with a cheese paste either white or very delicately tinted yellow. Add a bit of pink coloring to the same cheese paste, fill a pastry tube, add green coloring to the cheese paste yet remaining and add stem and leaves to the flowers. If you wish a truly elaborate

sandwich a fluted border may be added around the edge of the sandwich. (Pastry tubes are found in every "notion" store and cost very little.) A little practice will result in some very nice "perfects." An egg apple will go very nicely with these sandwiches. Boil eggs and while yet warm peel and mold gently into a round apple-like ball. Drop for a moment into spinach or diluted beet water to give them a yellow-green or pinkish hue. With a paint brush dipped in pink vegetable coloring streak one cheek of the "apple" with red. Stick a clove in one end, and in the other place a short stem of parsley. Coffee completes this menu.

A fruit punch served with dainty cakes would also be effective. Any of the menus may be served on plates brought from the kitchen or they may be offered "tea table" or "buffet" style. This latter method allows the use of a central motif for the decoration which relieves the hostess of the burden of further decorations. On the other hand it demands rather careful decorating of the table itself and will seem inadequate unless the appointments are really well arranged.

A HAWAIIAN PARTY

Martha Dee

Would you enjoy a stroll on the beach of Honolulu? Then join the procession leading to at

So reads the invitation to the Hawaiian Party.

A Hawaiian Party will lend itself beautifully to novelty in decorative scheme. Sun lamps or flood lights may be set up back of palms (tubbed, and artificial or real). Failing palms, branches from any sort of green trees will serve, if sufficiently well banked. Before each "Hawaiian moon glimmering through the trees" place canvas deck chairs and gaudy beach

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pillows.

Garlands of flowers should be a part of any Hawaiian gathering. These must be worn around the necks and upon the heads of all guests. Let them make their own. If flowers are lavishly plentiful use flowers of course. Nothing is lovelier than a garland of peach blossoms. But each garland requires scores of blossoms. Therefore choose blossoms from seedlings, with no possible loss of fruit. Daisies serve admirably. Failing flowers, crepe paper will do.

For flower garlands, snap the blossom from its stem close to the head. Each guest is provided with large needle and strong thread. Blossoms strung close against one another produce a lovely garland.

If blossoms are out of season or too scarce turn to paper. Cut strips of orange and purple crepe paper, lengthwise of the bolt, about an inch and a half to two inches wide. Again provide guests with needle and thread. Instruct them to sew loosely along the middle of the strip of paper. They should pull the thread taut as in gathering. As the strip is gathered it should be twisted round and round in a never ending spiral. Packed, whirl again whirl, as tightly as possible, a beautiful fluted garland results. If the bolt of orange paper is laid over one of purple before the strips are cut and if sewing and twisting are performed on the two strips at once, a two tone effect may be achieved that is quite fetching.

GATHERING THE COCOANUTS

Miniature cocoanuts, cut from tinted art paper are hidden about the room. The Hawaiian band goes searching for them. Gentlemen members of the band present their cocoanuts to a favored damsel. When cocoanuts are finally counted the girl with the most is selected as QUEEN OF HAWAII and presides over the evening's entertainment

HAWAIIAN MUSIC

Musicians play and sing to the accompaniment of Hawaiian guitar and ukelele. Of course they sing typically Hawaiian songs. They repeat each several times for it is necessary later for everybody to be a little familiar with some of the better known tunes of the Islands. Officially though they are performing for their Queen.

I WENT TO HAWAII

A leader stands before the group and announces, "I went to Hawaii—A", pointing to somebody in the group. That person must instantly supply a fitting word beginning with A. (*again* for instance). That done the leader says "I went to Hawaii—B", again pointing and perhaps receiving the answer "boisterously." Forfeits must be payed by those who fail to answer or who take too long about it. The Queen assesses the forfeits.

MUSIC FROM HAWAII

Three groups of strolling musicians (the party has been divided into three sections) go to serenade their queen. Each group has decided upon a song to sing. No two agree on the same song. So all three sing independently, trying to out shout each other. (The hostess has previously assigned a Hawaiian air to each group). After about three minutes of this the Queen decides which group has pleased her most (reaching her decision by the amount of noise, of course).

Menu cards furnished the guests as they sit cross legged on pillows on the beach announce the serving of the following foods

Hawaiian Fruit Cup (be sure to use pineapple)

Sandwich Islands (sandwiches, of course)

Heart of the Palm (stuffed dates)

Volcano cones (ice cream cones)

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A SENIOR PROM OR PARTY

The high school gym should be ideally suited to this party. The set up of the evening is exactly like that of a dance but is slanted to please an entire group, some of whom do not dance, or for the school which does not permit dancing within its walls.

Programs are hand written on sheets of white paper, and are rolled and tied to represent diplomas. The ribbons used to tie them are in the colors of the graduating class.

The time keeper or "master of ceremonies" as he had better be called is provided with watch and whistle. "Dances" are timed to occupy five to seven minutes each. The program takes place between the "dances."

The program could be the usual thing. A reading or two, a violin number, a couple of songs, a dialogue number (especially one prepared for the occasion with jokes on the party guests.) As far as possible it would be well to preserve the graduation theme even in the individual numbers on the program. It isn't difficult to find readings with a graduation or college background. Even a short graduation skit might prove effective as a "between dances" number.

Dance programs are provided for the girls. If ten dances are to be scheduled, they might be titled something like this:

1. Game—Drop the Handkerchief
2. Virginia Reel
3. Talking
4. Bunco (Old Maids, Rook, Dominoes) any quickly played game
5. Going to Jerusalem
6. Walking
7. Relay race
8. Guessing contest
9. Community singing
10. Let's eat!

The boys seek out the girls and fill in the numbers for the various "dances." Or a variation might be to let the girls fill in the programs which have been distributed to the boys.

1. In the game Drop the Handkerchief partners join hands and form a circle, all save one which becomes the "it" couple, the girl moving to the outside of the circle to drop the handkerchief and the boy taking his place at the center of the group.

2. Partners for the number become partners for the reel. Directions for the

reel are too complicated to give here, but someone in every group is sure to know them.

3. During the "talking" dance, couples are left to their own devices for the duration of the "dance."

4. Card tables are easily set up. Two couples may join forces for a game of bunco. Another two may engage in a game of dominoes. If a ping pong table is available, it will likely prove popular. Select games for Number 4 for ease and rapidity of playing and likes and dislikes of the group.

5. For going to Jerusalem the partner motif is about lost. But since the program calls for a partner for each "dance" one is found just the same.

6. Like Number 3 the "walking" dance can be left pretty much to itself.

7. Any sort of a relay race may be used. In this case partners race against one another. In other words girls are lined up against boys.

8. Use any simple guessing contest and ask couples to work out the answers together.

9. In "Community Singing" each couple decides on a song and sings it in spite of the other couples. The object being to shout down everybody else.

10. This is the "Grand March." If food is to be served in the cafeteria the "Grand March" is from gym to refreshment tables. Otherwise the march is participated in only by the boys who march in with the plates of food. Each boy brings two plates, one for his dinner partner, one for himself.

N.B. In decorations for the evening, don't fail to play up the class colors. Crepe paper lends itself ideally to any number of clever styles of decorations. Don't try to be overly elaborate. If the class colors do not clash by all means use garden and field flowers. With skill (the tiniest bit of it) even the refreshments may carry out the class colors. Most bakers will bake bread to order in any color desired. Colored sugar (loaf) is a bit more expensive than white, but it is worth the difference. Vegetable coloring will do wonders with the shade given home made candy, or gelatin salad.

Mankind has yet to learn, in a large way, that helpfulness, generosity, kindness are most powerful of defenses and that a smile is a shield that is seldom pierced.—Armstrong.

School Activities Book Shelf

ADMINISTERING THE COUNTY SCHOOL SYSTEM, by Richard E. Jaggers. Published by American Book Company, 1934.

This volume suggests practical methods of dealing with the difficult problem of administration in the county and rural schools. The discussion covers three major groups of problems which briefly relate to the school organization, the budget, and the program. These are presented in 14 chapters which, with the index, cover 232 pages. Some of the vital problems treated are: accuracy in budget estimates, adjusting the budget, administration economics, capital outlay and debt service, consolidation, curriculum, operation budget, economies in operation budget, principles of budget estimating, the program and the budget research and budget making, State board and the budget, and State supervision of the budget.

HOMEMAKING EDUCATION IN THE HIGH SCHOOL, by Maude Williamson and Mary Stewart Lyle. Published by D. Appleton-Century Company, 1934.

The two authorities who have collaborated to produce this work have presented a vital subject from a modern viewpoint. They have observed the trend away from high school as purely a college preparatory institution. Home economics teachers will call the book modern and practical. It provides for the extra-curricular phases of home economics work and the outside responsibilities of the teacher in charge of that work. It treats the subject as something vastly bigger than the imparting of information bearing upon cooking, sewing, and household management. It trains for the whole task—the adventure, theory, the mastery of home-making.

ADMINISTRATION OF PUBLIC HIGH SCHOOLS THROUGH THEIR PERSONNEL, by George A. Rice, Clinton C. Conrad, and Paul Fleming. Published

by the Macmillan Company, 1933.

This book approaches the newly developed task of almost universal secondary

education by considering primarily the duties of administrative officers and to a less degree the duties of teachers and minor officers and employees. It is a volume of more than seven hundred pages beautifully and substantially bound. It is authoritative, readable, and complete—a valuable addition to the library of anyone engaged in the work of high school administration or teaching.

THE STATED AIMS AND PURPOSES OF THE DEPARTMENTS OF MILITARY SCIENCE AND TACTICS, AND PHYSICAL EDUCATION IN THE LAND-GRANT COLLEGES OF THE UNITED STATES by Willard L. Nash. Published by Bureau of Publications, Teachers College, Columbia University, 1934.

The cumbersome title of this book should not frighten the prospective reader. A vast amount of real information has been condensed into the book of some one hundred twenty pages, including a very concise summary and a most complete bibliography. In his summary Dr. Nash states "Much of the opposition to the War Department's type of education offered in the colleges is based upon the contention that it does not concern itself so much with the training for war conditions, as it attempts to produce a state of mind in favor of national preparedness. He concludes, too, that there is little overt evidence of the self-critical quality or any continuous professional passion for an objective evaluation of military training such as characterizes most other departments of education. This book should be made available for use in all of our school and public libraries.

HIGH SCHOOL BANQUETS, by Marietta Abell and Agnes J. Anderson. Published by Northwestern Press, 1935.

This book of high school banquet suggestions is a new one. It was written to meet the present day demand for banquet plans with central themes. Besides an introductory chapter on "Banquet Organization" this book has sections dealing with athletic banquets, father-son ban-

quets, mother-daughter banquets, and junior-senior banquets. To this last named type more than fifty pages are given. Each of the following banquet titles will suggest the motif carried out: "Colonial," "Dutch," "French," "Gypsy Camp," "Ireland," "The Last Round Up," "Theater," and "Robin Hood." Both decorations and program numbers are proposed.

PHOTOPLAY APPRECIATION IN AMERICAN HIGH SCHOOLS, by William Lewin. Published by D. Appleton-Century Company, 1934.

The purpose of this monograph is to indicate when progress lies in the use of the photoplay in education. It treats the cinema problem as a phase of visual education and reports findings that indicate how the photoplay may be used effectively in class, particularly in English. This book points out opportunities for newer and more intimate channels of correlation, also opportunities to gain in economy of administration and effectiveness of instruction. In contrast to books that treat visual education as a special thing calling for special pictures, this book deals with the use of current photoplays running in our theaters.

TRACK ATHLETICS AND CROSS COUNTRY, by Lloyd W. Olds. Published by A. S. Barnes, 1930.

This is a guide on cross country running and track field events for high schools. It provides a source of information on the science of coaching in this branch of athletics. It treats problems of training and conditioning, organization and administration, psychological effects, and the technique of correct sprinting, hurdling, jumping, etc. The author, a man with a most outstanding record in producing winning teams at Michigan State Normal College where he has been Director of Track Athletics, has given in this book a clear description and explanation of his philosophy and methods.

MUSIC APPRECIATION IN THE SCHOOLROOM, by Thaddeus P. Giddings, Will Earhart, Ralph L. Baldwin, and Eldridge W. Newton. Published by Ginn and Company, 1926.

This book is one of the Music Education Series which says much for it. As the title indicates, this book aims at the

task of music education. It admits the importance of vocal music, but it emphasizes the fact that the musical activity common to the greatest number of people is *listening*, and listening not only to vocal music but perhaps more often to *instrumental* music. The book is a large one—one that represents a tremendous undertaking for one volume, one that is successful to the degree that no brief review can do it justice.

High School Banquets

Complete Suggestions for Staging the Various School Banquets by Marietta Abell and Agnes J. Anderson. This book, just published, includes specific and practical ideas that will be a life-saver to any group planning a school banquet. Written by teachers who have sponsored banquets in their schools, we know that this book offers the most complete and most satisfying suggestions of any similar book on the market. You can't afford to risk arranging a perfect banquet without this book in your possession.

The Table of Contents outlines the division of the book:

- I. Organizing Your Committees
- II. Athletic Banquets
 1. "A Year of Progress Exposition"
 2. "Stream Lines"
- III. The Father-Son Banquet
 1. "Fishing"
- IV. The Junior-Senior Banquet
 1. "The Colonial Setting"
 2. "The Dutch Setting"
 3. "The French Setting"
 4. "The Gypsy Setting"
 5. "The Irish Setting"
 6. "The Last Round-up"
 7. "Robin Hood"
 8. "The Theatre Setting"
- V. The Mother-Daughter Banquet
 1. "Alice in Wonderland"
 2. "Spring"

Suggestions for Programs, Menus, Table Decorations, After-dinner Speeches, the Toastmaster, Music, Entertainment, Dances, etc., are given in a detailed illustrative manner.

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Comedy Cues

A CLOSE-UP

First Dumb Hunter: How do you detect an elephant?

Guide: You can smell a faint odor of peanuts on his breath.

First Stranger (at the party): Very dull, isn't it?

Second: Yes, very.

First: Let's go home.

Second: I can't. I'm the host.

PERFECTLY CLEAR

A salesman calling on a farmer one day asked what he did with such an enormous peach crop. The farmer replied: "Well, we eat what we can, and what we can't we can."

"We do the same thing," replied the salesman. "We sell what we can sell, and what we can't sell, we cancel."—Ashland Collegian.

Patient: Doctor, are you sure this is pneumonia? Sometimes doctors prescribe for one thing and patients die of something else.

Doctor (with dignity): When I prescribe for pneumonia, you die of pneumonia.

Stage Manager: You are to hit the hero with this ball bat in the last act.

Villain: I'll be glad to do it—but I don't think I can wait that long.—Pathfinder.

A SLOW GHOST

Two colored boys were having an argument about ghosts. One of them claimed to have seen a ghost as he passed the cemetery the night before.

"What was dis here ghos' doin' when yo' las' seen him?"

"Jes fallin' behin', mistah, fallin' behin' rapid."—The Country Teacher.

There was great excitement aboard the liner. "Man overboard!" was the cry.

"Gentleman overboard, if you please," said Mrs. DeSnobbe, indignantly. "That's my husband."

A teacher was making a strenuous effort to get good attendance in her room. Looking over her class one morning, she saw that all except one were in their places.

"This is fine," she exclaimed, "all here except Jimmie Jones; and let us hope that it is something serious which keeps him away."—Scholastic.

The owner says if we don't pay our rent he will make it hot for us.

Tell him to go ahead. That's more than the janitor has ever done.—Clown.

FOR INSTANCE

"Oh yes," said the pilot of the river steamboat. "I've been on this river so long I know where every stump is."

Just then the boat struck a stump which shook it from stem to stern.

"There," he continued, "that's one of them now."

NEW DEAL AMERICA

The following lines are to be hummed by the reader to the tune of America:

"My country NRA—Sweet Land of AAA—FDIC, Land of the RFC and of HOLC, from every XYZ let Freedom ring."—Journal of Education.

IN A RESTAURANT

Waitress: Hawaii gentlemen? You must be Hungary.

First Customer: Yes, Siam, and we can't Rumania long either. Venice is lunch ready?

Waitress: I'll Russia to a table. What will you Havana?"

Second Customer: Anything at all; but can't Jamaica little speed?

Waitress: I don't think we can Fiji that fast, but Alaska.

First Customer: Never mind asking anyone. Just put a Cuba sugar in our Java.

Waitress: Sweden it yourself. I'm only here to Servia."

Second Customer: Denmark our bill and call the Bosphorus. He'll probably Kanya. I don't Bolivia know who I am.

Waitress: No, and I don't Carribeau. You fellows sure Armenia.

Boss: Samoa your wisecracks is it? What's got India? You think maybe this arguing Alps business?

Both Customers: Canada noise. Spain in the neck.—Wall Street Journal.